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ABSTRACT

This manual is a guide from the Montana State Library for libraries interested in setting up a family reading program with a multicultural theme. The purpose of a family reading program is to encourage reading and foster an enjoyment of reading among children and families. This manual contains an introduction which gives planning information, background, public service announcements, and sources and resources. Other topics covered include suggestions for displays and bulletin boards; a list of cultural celebrations; program and activity ideas; suggested crafts and games; language activities; and other helpful ideas for bookmarks and log sheets. (JLB)

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ED 368 348

Montana State Library

Many Faces, Many Stories

by Gaye Walter

Montana State Library
1515 East 6th Avenue
Helena, MT 59620-1800

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MANY FACES, MANY STORIES

Summer Reading
Program

Montana State Library / Office of Public Instruction

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MONTANA FAMILY READING PROGRAM MANUAL

based on the theme

MANY FACES, MANY STORIES

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STATE LIBRARIAN

SHEILA CATES
PROGRAM DIRECTOR

GAYE R. WALTER
PROGRAM COORDINATOR

MONTANA STATE LIBRARY
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HELENA, MONTANA 59620

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ACKNOWLEDGEMENTS

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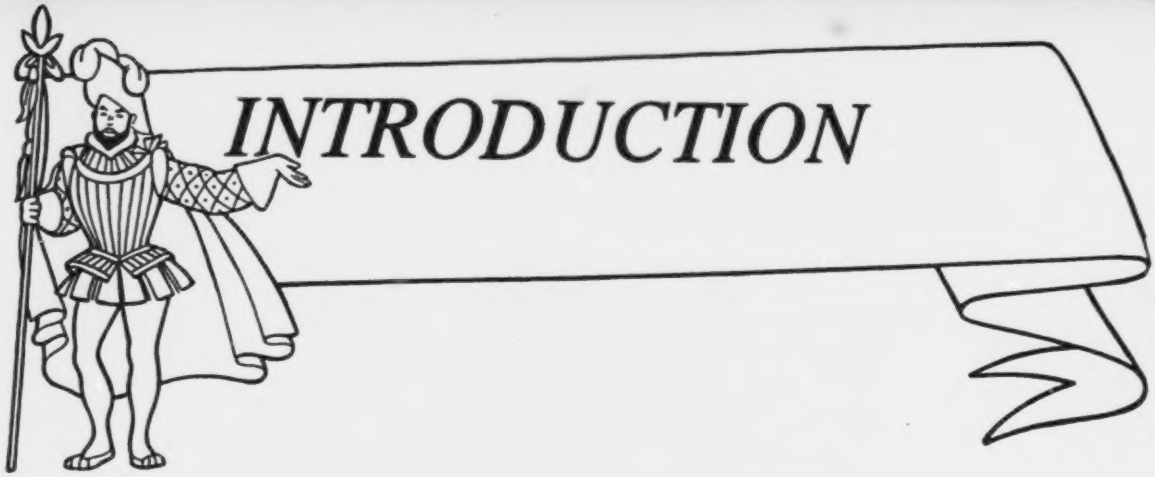
SPECIAL THANKS TO MATT FORD FOR HIS VOLUNTEER WORD PROCESSING

SOMETHING ABOUT THE ARTIST...

ROBERTA SPARR

The artist, Roberta Sparr, is a fourth generation Montanan who resides in Missoula. Ms. Sparr has exhibited her paintings and drawings regionally and was honored to one of sixty women artists selected to exhibit works in Montana's travelling centennial woman's exhibit. Ms. Sparr has also been actively involved in the operation of a family business where she has introduced a satirical wildlife cartoon series through a T-shirt and ballad narrative. Most recently, Ms. Sparr's creative energies have been involved in the preliminary development of children's picture books and free-lance ilustration.

Roberta attended Eastern Montana College where she graduated with a B. S. degree in Art Education, the University of Oregon where she graduated with a M.F.A. degree in painting and drawing, and the University of Montana where she acquired a K-12 library media endorsement.



INTRODUCTION

NOTED AUTHOR, EDUCATOR, JAMES BANKS ASSERTS THAT MULTICULTURALISM IS MORE THAN THE CONTENT OF MATERIALS AND PROGRAMS. IT IS A WAY OF VIEWING THE WORLD AND ITS PEOPLE. MULTICULTURALISM IS A PROCESS THAT CAN BECOME A REGULAR PART OF EVERYDAY PROGRAMMING ACTIVITIES

WHY HAVE A FAMILY READING PROGRAM?

Why have a family reading program? This is the first question you must answer in planning your program. You have to decide what you want to do before you can plan how to do it. You have to set goals.

Goals are general statements about what you're trying to achieve. They should be long-range,broad descriptions of an ideal for the library, an end toward which the library intends to move. (You might find it easier to write goals if you remember that they should be somewhat "pie in the sky" ideals that you may never be able to fully attain)

Goals for a family reading program might be:

All parents, children and young adults in the community participate in the family reading program.

Or all summer readers complete the program.

Once you've decided your goals, you have to describe how you are to achieve them. Objectives are short range and describe the results to be achieved during your reading program. They should be measurable and doable.

Objectives for the goals stated above might be:

Increase participation in the reading program by 10%

or

Increase number of children completing the reading program by 5%.

Now you are ready to plan how you'll meet your objectives - what strategies you will use. For instance, there are many ways to increase participation in the reading program - one of them is built in this year, as we include the entire family and hope to continue this program into the school year.

You could increase your pre-publicity before the summer or your outreach activities during the summer. You know best what strategies will and will not work in your community. For the second objective, how should you increase the number of participants completing the program? The easiest way is to lower your requirement for completing the program. But I prefer to plan more book-related programs to encourage children to read, or to stress the family reading program and give credit for books read aloud. If you offer fabulous prizes, you're sure to increase the number of children completing the program.

The point of planning is to decide in advance what you want to achieve and then set about systematically reaching that goal. You determine where you want to go instead of letting someone else decide for you. Planning helps you articulate your mission to yourself and to others.

The Reading Program Steering Committee decided that the emphasis of the program would be family reading. Many activities in the manual will lend themselves to a family program. Also, remember that many adults in your community have time and talents to share, adding the multi-generational aspect to your programs. Manuals will be sent to each school district, with the hope that the teachers will continue the reading program during the school year. It is up to the public libraries to "kick" the program off, make it so successful and fun that the whole community will want to participate and be involved.

Everyone **S**miles **I**n **T**he **S**ame **L**anguage

WHAT IS FAMILY READING?

The purpose of a family reading program is to encourage reading and foster an enjoyment of reading among children and families. Any child may participate in the reading program at a local library. Families sign up for the program, read books and keep track of the books they read. "Read" will be interpreted loosely. Families will read together. Handicapped children may "read" books on tape. Usually incentives are offered to encourage the family to keep reading throughout the summer - the most common being a certificate of achievement. Each library develops its own program rules and regulations. You will need to consider the following when planning your program.

1. Beginning and ending dates for your program. Most programs begin soon after school ends. Decide if you will have a limited registration period or if families may sign up all summer long. Some libraries do not give the reading records until participants have read one or more books, to counter the problem of children signing up and never participating.

2. This year try to avoid age limits for participants. Sponsor "Read to Me" clubs for preschoolers and special programs for young adults in conjunction with the usual school age program.
(Barbara Bruno, at Great Falls, had a great YA program last summer.) Set up a YOUNG ADULT ADVISORY COUNCIL (YAAC). Let them help with programs, publicity, whatever. Parmly Billings Library has involved teenagers in this, and has sponsored many successful programs. The BOOKISH BUNCH, volunteers grades 4-8 do a great job of preschool programming. Give them the theme, have them learn the story for read aloud, or telling. Usually 3 of them for each program, one for story, one for fingerplay\games and one to choose and show a video. The preschoolers love it!

3. Number of books children must read. Requiring no specific number of books - participants are encouraged to use the library, read and participate in activities, they receive certificates for participation alone. Setting a minimum number of books to earn a certificate - this is the most common option. Keep your minimum low enough so it will not force children to "cheat" to complete the program. One or two books is realistic, remember the program is supposed to be friendly and relaxed, not a competition.

Avoid competitive programs. It is important to set requirements which are not too highly competitive, therefore discouraging children and families who have poor reading skills. These are the very ones you want to attract to the program and the library. The good readers already come. For poor readers, reading two or three books is a far greater accomplishment than for a bookworm to read fifty to one hundred. Studies have shown that the most important factor in children maintaining their reading skills over the summer is reading and using the public library. Make sure your plans will encourage ALL readers.

4. Registration. Decide how much information you need about each child. (Usually name, address, age and this year school.) Have each adult or parent register also, as the read aloud person. You may want to keep this on file, to note the number of books read. Be sure to keep track of the number of participants registering and completing the program.

5. Keep track of reading. Decide if the child will take the reading record home or if records will be kept at the library. Record keeping should be as simple as possible. Take time to talk to participants about the books they have read and to help them select other books to enjoy.

6. Ending the program and awarding certificates. Many libraries have special activities or parties to end their reading programs. It you distribute certificates at this time, make a big deal of the process. Maybe a local celebrity could hand them out. Make the children and adults feel that earning a certificate IS something special. Be sure to award the adult their certificates the same day. I had long stem carnations donated last year, and presented each adult with one as their child was called forward for the T-shirt. Remember , in some communities driving children back and forth to the library program deserves recognition.

This year you might want to notify the schools which students participated and how many books students at their school read during your program.

There are many different ways to organize a reading program. What works for some libraries may not work for you. Plan the program to suit YOUR library. When planning, keep in mind how many staff and volunteers there are to carry out the program, how much space is available for activities, how much money may be spent and other factors which may influence the type of program you are able to offer. Above all, keep it fun, and ENJOY!

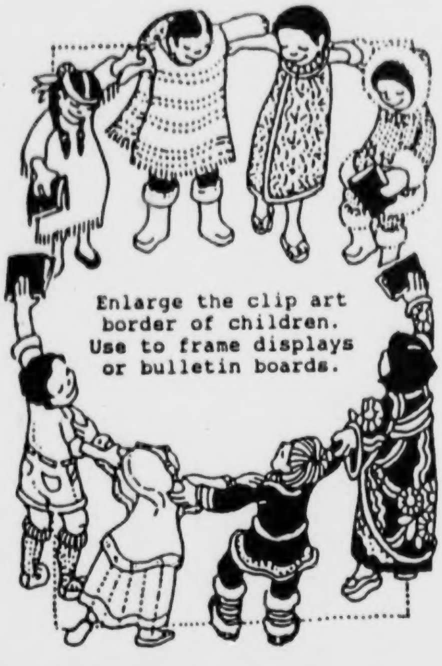
MANY FACES, MANY STORIES... IN A TALKING BOOK !

World cultures and folk tales come alive for children through the sights and stories that books offer. For most, reading is the key to learning about different customs and traditions. Yet there are many children who cannot see well enough to read regularly printed materials or hold a book to turn its pages. This doesn't mean, however, that world cultures have to remain foreign to them.

The Montana State Library, Library for the Blind and Physically Handicapped offers specially formatted materials to people with these types of reading limitations. This is a free, library service which loans books and magazines on cassettes and records to eligible people statewide. They also loan record players and cassette machines to their patrons who read recorded formats. Selections are made using free catalogs, and there is no charge for materials or postage. Local public libraries, have books in the large type format.

To access this special service, you don't have to travel to a distant land! Simply call them at their location in Helena, 1-800-332-3400 or 444-2064.
Brochures and applications are available upon request at your local public library or by calling Helena . By using the Library for the Blind and Physically Handicapped, you can deliver the world to their door! A bibliography of books related to the reading program theme is available for patrons of this service.

This summer, be sure to include the hearing - impaired children and families. Include an interpreter for the deaf at your programs,to sign those wonderful tales and activities for all participants. You will discover that many children are fascinated by, and know some sign language.



Enlarge the clip art border of children. Use to frame displays or bulletin boards.

REPRINTED WITH PERMISSION FROM THE NORTH CAROLINA SUMMER READING PROGRAM, 1992

INTRODUCTION

The Montana State Library for the Blind and Physically Handicapped is conducting a summer reading program for children who are patrons of our library or may be eligible to receive our services. A bibliography is available for books which have been produced in braille or recorded format. All books listed may be borrowed by residents of Montana who are eligible for services from the Library for the Blind and Physically Handicapped. The eligibility requirements are:

- Blindness
- Visually Handicapped - persons who need aids other than regular glasses for reading standard printed materials
- Physically Handicapped - persons unable to read or unable to use standard printed material as the result of a physical limitation
- Reading Disabled - persons having a reading disability because of an organic dysfunction
- Deaf and Blind

A brochure and application for service accompanies this publication. Please inform any child who may be eligible about our service or refer them to our library for more information.

Our reading program has the same theme and goals as the program held in the public libraries and the schools. We are encouraging children to read for fun !! There will be games, goals and prizes for the number of books read. We will monitor the program by encouraging the participants to call our toll-free number and tell us about the books they have read. Participation in story hours and activities of the public library reading program is encouraged and of course will count toward their final goal.

We have an impressive children's collection which covers a variety of interests and age levels. We are excited about our summer reading program and hope you will help us make others aware of it.

The bibliography is done alphabetically by author; listed under each author is the book title, a brief annotation, copyright date, and grade level. The grade levels are designed for print handicapped reders and provided by the National Library Service.

PUBLIC SERVICE ANNOUNCEMENT

"MANY FACES, MANY STORIES, WILL BE FOUND AT YOUR LOCAL LIBRARY THIS SUMMER."

From the icy igloos of northern Alaska to the turquoise waters off Tahiti to the pristine peaks of Switzerland, every corner of the globe and its peoples will be an open book at (name of library) this summer.

MANY FACES, MANY STORIES, will whisk you into the cultures, countries and folk literature that make our planet so multifaceted.

Using books, join your friends and family discovering the many cultures that make up your community. Taste the foods, learn the dances, sing the songs,and learn the rich heritage of your own family.

Sponsored by the Montana State Library, Office of Public Instruction, and participating public libraries and schools, the 1993 statewide family reading program will show thousands of Montana families what their local library has to offer. The program begins (date) and ends (date)

Children and families are encouraged to visit the library and discover the rich cultural heritage of their state. Besides demonstrating how much fun reading can be, the family reading program encourages families to find out where their interests and abilities lie.

The program will feature children's story hours, puppet shows, games, crafts, workshops and special events at each participating library. To inspire youngsters' interest in what the library has to offer, each library designs activities adapted to its specific audience.

All participants will receive materials planned for the 1993 family reading program, provided by the State Library. These will include a special certificate for each family member participating in the program.

The Family Reading Program is the product of a committee of children's and school librarians from across the state. Each year, the committee designs a program that will fulfill the needs of both local librarians and the communities they serve. This year, for the first time the program is designed to be used in the schools during the school year.

The Reading Program receives federal funding through Title I of the Library Services and Construction Act. (LSCA)

PRESS RELEASE GUIDELINES

1. Type all releases on library letterhead.
2. Double - space on 8 1\2 by 11 inch paper.
3. Leave margin wide enough for the editor to make notes.
4. If you include a headline, capitalize it to set it apart. Don't be surprised if it is not used. They seldom are.
5. Releases should not exceed two pages in length.
6. Finish each page with a complete paragraph. This makes it easier for an editor to lift a paragraph.
7. Always include the following closing tailored for your library:
    - Library location
    - Library hours
    - For information call the library at (phone number)
8. Press releases should be mailed to media 10 days to two weeks in advance of your activities.
9. Get to know someone on the staff of your local paper. Having a personal contact will make it more likely that your information will get printed in a timely way.
10. Besides the newspaper, mail press releases to:
    - Radio Stations along with a couple of PSAs
    - TV Stations with or without PSAs
    - Church and civic bulletins
    - Community Arts Center
    - Schools and School Board Office
    - Shopper News
    - Any other "Community Calendar" or "Events " listing
    - Business sign boards

SOURCES AND RESOURCES

SOURCES FOR TOYS, POSTERS, AND DISPLAYS:

Upstart
32 East Ave.
Hagerstown, MD 21740
1-800-448-4887

Wonderstorms
1278 West Ninth Street
Cleveland, Ohio 44113
1-800-321-1147

S&S Arts and Crafts
Colchester, CT 06415
(203) 537-3451

Constructive Playthings
1227 East 119th Street
Grandview, Missouri 64030=117
1-800-225-6124

Montana State Library has purchased the multi-cultural puppets and rhythm kit available from Constructive Playthings. These are available for loan to reading program participants. Call Gaye at 444-5351 to schedule a visit by these puppets to your library.

INTERNATIONAL RESOURCES:
Write to all the Foreign Embassies listed in the World Almanac. They will send free information, maps, posters or brochures.

ORGANIZATIONS (COMMUNITY GROUPS):

Each library will have groups respective to the community. Do not forget the individuals who have come to the United States from their native or home lands. Listed are a few you might use.

Caledonian Society
Sons of Norway
Boy Scouts
Girl Scouts
Campfire
Churches

DISPLAYS AND BULLETIN BOARDS

All Children Smile In The Same Language

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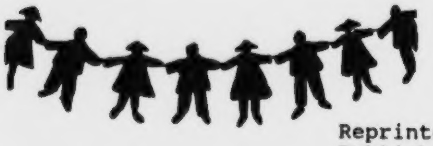
BULLETIN BOARDS AND DISPLAYS

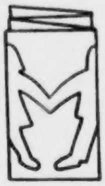
International Doll Bulletin Board

Make an international bulletin board using old fashioned paper doll cut-outs. To make paper dolls:

1. Take a rectangular piece of paper and fold in half, then in half again and again in half!
2. Enlarge and draw outline of a half doll onto folded paper.
3. Cut through all layers leaving folds uncut at feet and hands.
4. Open to get 4 dolls.
5. Using clip art pictures as guides, draw features and costumes on each doll.
6. Make at least four sets of dolls. Mount on bulletin board under title of reading program.

Cut along the outline of the figures with scissors and unfold the paper. Color each figure, taking care to represent different styles and color of hair, facial features, and skin.





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Write to foreign embassies. Many include posters and maps in their free mailings. These make wonderful items for bulletin boards or displays and they're free.

Mount a map of the world on your bulletin board or wall. Let each child who enrolls in the reading program draw themselves on a sticker, and mount on the map (wherever they want!)

Enlarge the Family Reading logo, the tree rising from the book. Post a picture of a child in the background saying "Lucky Me, My Books are Free! Meet the whole world through the________________Public Library.

Take each child's picture or ask them to bring in a school picture. Post on a bulletin board with the caption " All children smile in the same language."

Make a friendship chain! Have each child print their name on a strip of construction paper. Let children glue, tape or staple the strips together as a paper chain. Drape the chain in the library for decoration. Children can add a link every time they visit the library, or read a book. How long will your chain be by the end of the summer?

Flags and maps are ideal decorations for this theme. Line the walls with international flags or hang them from the ceiling. Make paper flags for display. Paste a map around your wastebasket, tape small flags to the ends of the pencils and pens on your public service desk, drape fabric flags from the front of your desk. Instead of flags use smiling faces of the world's children.

For an eye-catching display, get an inflatable globe, secure it in an open book and have the tree growing on the top.(cut one from tagboard.)

Make life size international children! Trace outlines of reader's bodies on butcher paper. Let children illustrate their outline by drawing on international costumes, paint or color. Cut out and display on the walls! For a more permanent display, trace a child's outline onto foam core board, cut out. Paint, color or fasten butcher paper to the foam. You can even add real clothing, hats etc.

Mount a large map of the world. Mark places you will be "visiting" in story hour.

Hang international items such as pinatas, fish kites, dragon kites, paper lanterns etc. Make a giant totem pole to display all summer. Use ice cream containers, oatmeal boxes, coffee cans or other large round containers as components. Ask children to help design faces. The Demco catalog has a paper totem pole for sale.

Invite local doll collectors to set up displays. Look for other collections to display, stamps, costumes, toys, games, postcards etc.

The endpapers of the book COME OVER TO MY HOUSE, by Dr. Seuss (Random, 1966), have silhouettes of homes from different countries which could be enlarged for bulletin boards or murals.

Make an Indian Village. Use Sno-Cone cups for tepees. Ask children to help you decorate them.

Displays are always fascinating when children can touch and feel. Large real items are especially exciting. Display authentic clothing (leiderhosen, kimono etc.) that children can actually try on! Set up a hat corner. (Indian headdress, sombrero, turban.) Be sure to include a mirror! Gather lots of native shoes and let children try them on.

Set up a stamp swap for stamp collectors. Put stamps in a fish bowl and invite collectors to donate duplicates and take some for their collections.

Collect musical instruments from other lands to display. Children will really be excited if they can "play" the instruments.

Sponsor a mural. Ask your local newspaper for free newsprint. Hang it on the walls and invite children to add their special touches.

Any of the above decorations could be just as effective using folk tale characters. Let your imagination soar, with your favorite characters.

If you have not discovered the display potential of bead board, available at a lumber yard , have fun. You can buy different thicknesses, cut it with a knife, and paint it with any paint. I always use tempra. To build ,stack or make it 3D, toothpicks act as nails. Inexpensive, versatile, and fun!

Borrow, beg,(Probably not steal) mannequins, and folk costumes from different cultures. Set up a life size display, do not forget to use mannequins of children also. This is a real attention grabber, and is an instant ivitation to mime, or the game statues. You may find impromptu renditions of these games being played in the stacks. Putting books in their hands gets the theme across.

Kites lend color and fill empty space. Have the participants make kites, or purchase. You will get a lot of color and fun, with a few dollars. Also use Chinese lanterns, pinatas, spears, shields, rugs, tapestries, and masks.

Borrow artifacts such as baskets, pottery, use with prints of contemporary and historical Native American figures. Don't forget to dress one of the mannequins in Native American costume.

Fabrics such as madras, tartans, batik, will add a lot of color and texture to walls and bulletin boards. Make a good back drop for display cases.

Build a thatch roof African house, Indian tipi, in a storytelling corner. Don't forget the fire, using logs, colored tissue, and a flashlight. Do your storytelling around the fire, as they would in the villages.

Many travellers have art work, jewelry, or other handicrafts from their travel. Be sure to include these in your displays.

CELEBRATIONS

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CELEBRATIONS

WELCOME IN THE NEW YEAR:

In Russia, the New Year's celebration has largely taken the place of Christmas. Children receive gifts brought by D'yed Moroz, or "Grandfather Frost. He is often accompanied by the popular Russian folk figure the Snow Maiden.

Gifts are also exchanged in Greece on the first day of the year, which happens to be feast day of St. Basil. "St. Basil's Cake," which contains a hidden coin, is eagerly eaten by the children.

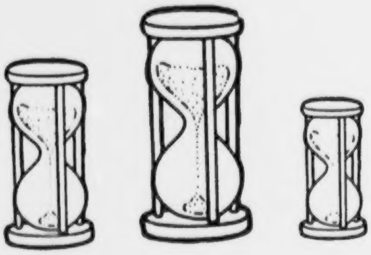
Austrian children are given good luck toy pigs on New Year's Day. The little pink pigs usually have either a coin or four-leaf clover in their mouths, and may be made from wood, clay or something edible , such as marzipan.

The Vietnamese New Year, Tet Nguyen Dan, for example falls sometime in January or February.

The Jewish New Year celebration, Rosh Hashana, begins sometime in September.

Other New Year's celebrations:

Nigeria (Ibo people) - March
Iran - March
Burma - April
Bangladesh - April
Ghana (Ewe people) - September
Ethiopia - September



Jan. 2. Kakizome Japan. On the second day of the New Year, many Japanese families select long strips of paper for the Kakizome, or "First Writing" of the year. They prepare their ink by mixing part of an ink stick with water. Then each person dips in a brush and, with careful strokes, writes a favorite poem or proverb. A particularly well-done kakizome will hang in a place of honor at home, where all may see it as an example of how to improve their calligraphy during the year.

Jan. 4. Louis Braille born in 1809.

Jan. 16. Moby Dick Parade. Western North American Coast. Every year the gray whales travel 4,000 miles south. Starting from the coast of Siberia, they make their way through the Aleutian Islands, and three and a half months later, arrive in the lagoons off the

Baja California coast, where they give birth to calves. During the migration,Californians may see as many as 75 whales a day.

Jan. 18. Pooh Day. England. This day commemorates the birth of A.A. Milne, author of WINNIE THE POOH, HOUSE AT POOH CORNER and other children's stories.

Jan. 21. Winter Solstice. See pages in activities section. Remember this is reversed for those living in the Southern Hemisphere.

Jan. 25. Bobbie Burns Day. Scotland. Wear your kilts and tartan sashes. Sing Robert Burns songs, recite his poetry and eat favorite Scots foods. End with Burn's tribute to friendship " Auld Lang Syne"

February. Black History Month

Feb. 4. Peacekeeping with the Forest. United States. When one of the Tlingit Indian clans in Alaska needs a new building, it traditionally asks the other clan to do the construction. As the work begins, the asking clan prepares thanks for the builders by weaving blankets and collecting dried fish and other delicacies. When the structure is complete a dedication ceremony thanks the spirit of the forest for its lumber. The builders sit in the center of the new place as the honored guests. The day ends with songs, storytelling, and dances.

Feb. 13. Chinese New Year.* Chinese. A huge dragon leads the Chinese New Year processions. It is made of bamboo covered in paper and more than 50 people may support it. Dancers, acrobats, clowns, and stilt walkers accompany, and firecrackers go off to scare the evil spirits. Chinese families hang red scrolls printed with wishes for good luck and prosperity, and children receive coins inside little red packets.

March. Women's History Month.

March. 15. Ides of March. Julius Caesar, a famous and powerful Roman Emperor, was assassinated on this day in 44 B.C.He invented the calendar we now use.

April 2. International Children's Book Day. All Nations. The International Board on Books for Young People (IBBY} chose Hans Christian Andersen's birthday for this holiday. The celebrations vary from country to country, but some people retell the Danish writer's stories. Others adopt pen pals overseas. In 1984 , in a national competition, Greek children drew illustrations for their favorite books. Every two years IBBY also sponsors the Hans Christian Andersen medals "the little Nobels"-one award each to a great children's book author and illustrator for all his or her work.

April 9. Peterborough Town Library Established. United States. In 1933, the first free tax-supported library in the world was founded in New Hampshire. There are more than 90,000 libraries in the United States today.

May. Asian Pacific American Month.

May 1. May Day. Worldwide. Celebrate by secretly leaving May Baskets on doors, desks or wherever. Have a May Pole dance. This celebration originated in Rome, they offered flowers to Flora, their goddess of spring. Good time to introduce Greek Myths.

May 2. Minehead Hobbyhorse England. Since the 15th century, hobbyhorses have appeared at celebrations in England and Wales. In Minehead several of them have the run of the town at Maytime. The sailor's horse, has a boat shaped frame seven to ten feet long. It's covered with canvas, and hides the person who carries it. The head pokes up from the center. The horse dances and cavorts through town as the hobbyhorse tune plays.

May 5. Cinco de Mayo Day.

May 5. Children's Day. Japan. On a tall bamboo pole people traditionally flew a kite in the shape of a carp for every child in the family. See directions for carp in activity section.

May 22. International Jumping Frog Jubilee. United States. It all started in 1865 with Mark Twain's story "The Celebrated Jumping Frog of Calaveras County," The frog who covers the greatest distance in three consecutive jumps measured in a straight line wins.

June 5. World Environment Day. All Nations. The United Nations Environment Program encourages everyone to think about the future of your water, forests, animals, and plants. The Oodi people of Botswana have used the day to weave the story of their country's dwindling number of trees into their fabric. And one year the children of a town in Czechoslovakia each gave a tree to a school in a developing country

June 6. Top Spinning Competitions. Malaysia.* After the rice harvest, when the paddies are clear again, the top-spinning season begins. Spinning is a demanding traditional art. The tops are made of wood and metal plates, measuring six inches and weighing more than five pounds. Each player sets one a spin, then lifts it onto a thin post about eight inches high where it may spin for two hours.

June 7. Rice Festival. Japan. *

June 18. Dragon Boat Festival. * Chinese.

June 20. Midsommar. * Sweden. For this midsummer festival people decorate everything- houses, cars and ships, trains , public buildings- with flowers and birch twigs. Nearly every town decorates its own maypole with wreaths and garlands, and in the evening people dress in costume and dance around the pole. Since the sun sets for only a few minutes near morning, the celebrations may last all night.

June 21. Summer Begins. Remember that this is the winter solstice in another hemisphere. See winter solstice in the activities section.

July 2. National Literacy Day. United States. Watch for national publicity and promotions. Follow Cindy's lead at Bozeman Public Library, and turn off the T.V. for a day and read, or read to somebody. Sponsor a Family Reading Night, fill the library with comfortable chairs, cushions, invite families to come to the library to read aloud as a family.Pre select books for all ages. Be sure to include grandparents, if you need to maybe a Sr. Citizens group would volunteer to be grandparents for the evening.

July 7. Fiesta de San Fermin Spain. For eight days, Pamplona, honors San Fermin, its patron saint. Men wear white pants, white shirt, a red sash, and a red scarf tied around the neck. Each morning people run down the cobbled street ahead of the bulls, which are being herded to the traditional bullfights.Introduce program by reading FERDINAND, by Munro Leaf.

July 14. Bastille Day France. National holiday commemorating the fall of the Bastille at the beginning of the French Revolution. MADELINE books or videos would be a good way to begin the program. Serve Madelines for a delicious treat. Older participants would enjoy hearing a telling of THE TALE OF TWO CITIES.

July 22. Anniversary of the Pied Piper of Hamelin. Germany. On this day in 1376, says one account, a strange man arrived in Hamelin and struck a deal with the town to get rid of its rats. At noon every Sunday in the summer, the town reenacts the story. See craft section for how to make a paper tube flute.

July 26. Hopi Niman Dance.* United States. The Hopi Indians believe that the kachinas leave their mountain homes, bringing the people health and rain. During this season there is a series of dances of which the Niman is the last. Boys receive bows, arrows, and rattles,the girls receive kachina dolls.

August 3. Eisteddfod Genedlaithol. * Wales. This holiday celebrates Welsh, one of the oldest written languages in Europe. Only those who write in Welsh may enter the literary competitions,. The winner will be crowned for writing the best poem in traditional Welsh verse.Celebrate this day with a poetry contest. Have a ceremonial proclaiming the winners. Publish the poetry in a book for each participant.

August 10. Double Seventh.* Chinese. Vega, the Weaver Star, and Altair, the Cowherd were placed on opposite sides of the Milky Way according to legend. They meet only once a year, on the seventh day of the seventh moon.Tell Chinese folk tales, and have participants locate Milky Way on star maps, or make their own.

August 11. The Perseids. Worldwide. Since 830 skywatchers have observed an annual meteor that seems to originate in the constellation Perseus. This night has come to be known as the "Night of the Shooting Stars."

August 22. Hopi Snake Dance.* United States. According to the Hopi Indians of Arizona, a boy once joined the underworld Snake People, who taught him to please the gods enough to send rain.

September. Hispanic Heritage Month.

September 8. International Literacy Day. All Nations.

September 20. Kite Flying Competition.* Indonesia. Indonesian children love to fly kites. The children choose bright new kites in the shapes of birds, butterflies, or dragons, The person who's left flying the last kite wins.

September 21. Oktoberfest.* Germany. Celebrate this with a Rootberfest, lots of music and dancing.

September 23. Native American Day.* United States. Begun in 1912

October 27. Good Bear Day. Worldwide. To celebrate the origins of the Teddy Bear. This is celebrated on Teddy Roosevelts birthday

November. Native - American Month.

November 18. Birthday of Mickey Mouse. American. On this day in 1928 Mickey Mouse appeared for the first time.

December 23. Night of the Radishes. Mexico. In the country around Oaxaca, radishes grow so large that they are 50 times the length of a child's arm. People carve sculptures out of them for the annual radish sculpture competition.

*indicates that the date of holiday is variable.

Van Straalen, Alice; THE BOOK OF HOLIDAYS AROUND THE WORLD. Dutton, New York.

We thank you, sun, for the life and warmth you bring to the Earth. We wish you a good journey back to your summer home. *(ring the bell)*

All: We are children of the sun.

Reader: I will ask each of you to come forward and name one thing the sun has done for you. As a symbol of thanks, you may light your candle and take a piece of the sun with you.

(Call each person forward. Each names something about the sun he or she is thankful for, then lights his or her candle from the reader's candle.)

Reader: *(repeating as each participant lights a candle)*: You are a child of the sun.

(Sing "The Winter Solstice Song" or play a recording of "Here Comes the Sun" by the Beatles [ABBEY ROAD album] and then have everyone blow out their candles.)

Before you light a fire in your fireplace (or outdoor bonfire), hold up a log and say, "Energy from the sun has been stored in the fibers of this wood for hundreds of years. We are going to set it free. Watch as the flames reach toward the sky, asking the sun to stay with us a bit longer each day until it reaches its summer house."

Fire-Baked Apples

To conclude your evening's celebration, cook apples in the glowing embers of the fireplace. Using an apple corer or paring knife, cut out the core without going all the way through the apple. Fill the opening with a small amount of butter, sugar and cinnamon. Wrap each apple securely in foil and place it in the embers of the fire. After about 20-30 minutes, carefully remove the apples and unwrap them. Be careful – the filling will be very hot! If desired, serve with vanilla ice cream. The combination of hot apple and cold ice cream represents the warmth of the sun that will eventually melt the snows of winter.

The Winter Solstice Song

Tune: Mary Had a Little Lamb

We are thankful for the sun,
Its golden rays touch everyone.
We are thankful for the sun,
On this longest night.
Without it there would not be,
Grass and trees, or you and me.
We are children of the sun,
Each and every one.

Rainbow Crow, retold by Nancy Van Laan. Illustrations by Beatriz Videl. Alfred A. Knopf, NY, 1989.

This wonderful Lenape Indian tale tells of a time before man when the first snowfall threatens to engulf all of the animals. Someone must go and tell the Great Sky Spirit of their plight. Finally, Rainbow Crow, the most beautiful bird on Earth, says he will be the messenger. The Great Spirit says it cannot stop the snow, but gives the bird the gift of fire to warm the Earth and melt the snow. As he flies with the fire, Rainbow Crow's feathers are blackened with soot and the blowing ashes cause his voice to become cracked and hoarse. By the time he returns to Earth, he is no longer beautiful. But, he saves his animal friends and is well rewarded for his bravery by the Great Spirit in surprising ways. (ages 6 - 10)

Fire Ceremony in Honor of the Sun

In ancient times, some people lit huge bonfires to encourage the sun to continue shining on the Earth through the winter. Although the next few months were still very cold, the winter solstice was a celebration of hope that the return of the sun would eventually bring the warmer weather of spring. During this dark time of the year, you and your children can take part in your own Fire Ceremony to acknowledge the importance of the sun in your lives.

Preparation for the Ceremony:

1. Prepare your children by dressing each one in a simple white vestment (a long rectangular piece of cloth with a hole in the middle for the head). Using face make-up, paint a yellow circle on each child's forehead and two yellow rays on each cheek to represent the sun. Give each child a small candle, stuck into a cardboard drip-catcher, to hold during the ceremony. *(Note: The children should never be left unattended with their candles.)* Teach the children their part of the ceremony. When they hear a bell or bong, they say, "We are children of the sun."

2. The reader (an adult) should be dressed similarly, but instead of face make-up, might wear a yellow circle glued to a headband to represent the sun. Rays of sunshine can be painted on cheeks. A larger lighted candle, in a drip-catcher, is held throughout the ceremony.

3. Just before beginning, prepare a plate of apple slices (any fruit or vegetable can be substituted) and place it conveniently nearby. A bell, triangle or gong will be needed to cue the children.

(Have the children quietly file into a dimly lit room and stand in a semicircle around the reader. Children should stand a small distance from each other with their candles held out in front of their bodies.)

Reader: Tonight, the longest night of the year, we join with people all over the world to speak to the sun as it makes a turn back towards its summer house. *(ring the bell)*

All: We are children of the sun.

Reader: The sun is the basis of all life on Earth. The plants capture rays of sunshine to live and grow. *(Offer a section of apple to each person.)* Within this food the sun lives. Taste the goodness of the sun. *(eat apple slice)* smile. Apple rings make good ears and pine cones spread with peanut butter and dipped in birdseed make tasty buttons. Have your children string popcorn, cranberries, raisins, and cereal to be hung as a belt or draped on his hat. And finally, the birds will need a place to perch, so install sturdy branches for his arms.

Old-Fashioned Maple Snowcream

Snow ice cream is one of the earliest forms of confection and was standard fare at sugaring-off parties during the maple sugaring season in pioneer days.

1. Pour about ½ cup real maple syrup into a saucepan and cook over low heat until it just begins to boil. Meanwhile, collect a large bowl full of freshly-fallen clean snow.
2. Spoon a generous amount of snow into a mixing bowl. Very gradually add the syrup, stirring constantly. As the snow melts, add more snow and stir. After all of the syrup has been added, continue adding spoonfuls of snow and toss until the syrup is evenly distributed and has frozen. The snowcream should have the consistency of shaved ice or sherbet. (If it gets too slushy, simply add more snow until it reaches your favorite consistency.) Spoon into individual serving bowls and enjoy!

Winter Solstice Celebration

The first official day of winter falls on or around the twenty-first of December. In our northern hemisphere, it is the shortest day of the year, also known as the winter solstice. This is a very important time when the sun reaches its winter house, turns around, and begins its journey back towards summer. Throughout history and across many cultures, it is one of the most important festival days of the year. It was once believed that humans needed to contribute their energy in order to coax the sun to turn. If they were not successful in pleasing the sun, it would not return and its time of light would become shorter and shorter until darkness befell the Earth. Although we now know that it is the relationship between the sun and the tilting of our planet that creates the seasonal changes, you and your children can still join the many people around the globe who continue to honor the sun and celebrate this special day with meaningful rituals and ceremonies..

First Snowflake Chant

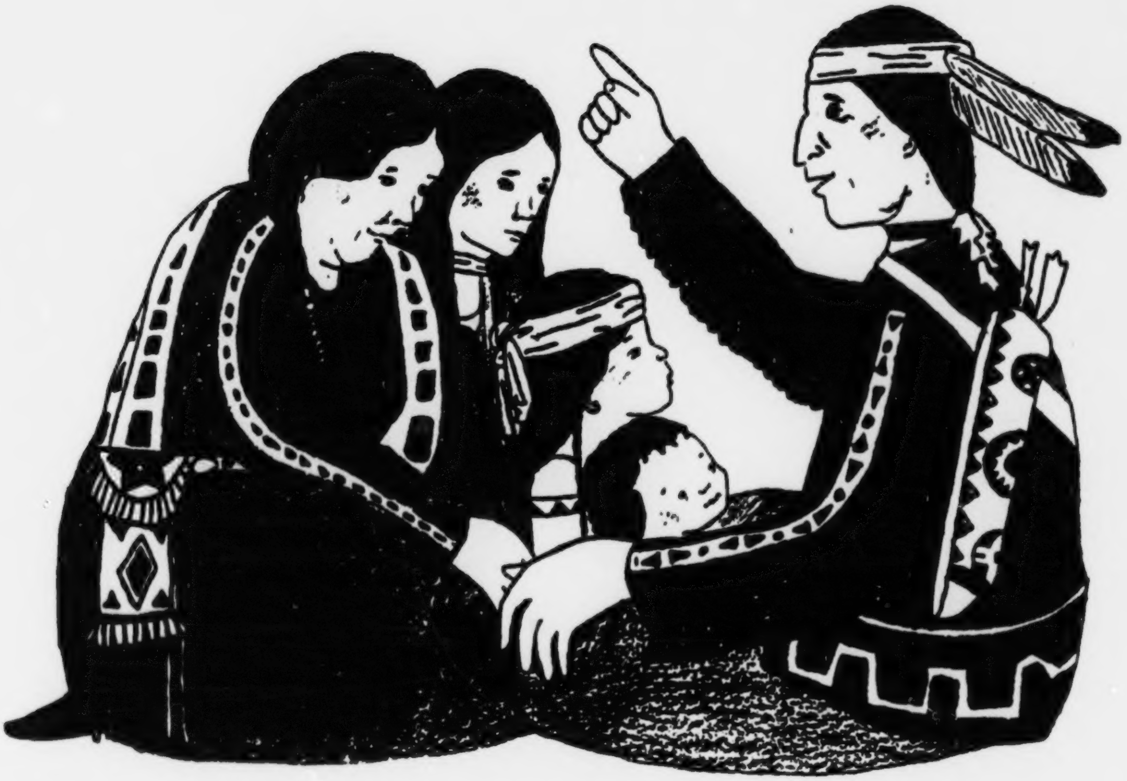
A snowflake falls this wintry day,

I welcome you and shout, "Hooray!"

Midnight Snowman, by Caroline F. Bauer. Illustrations by Catherine Stock. Atheneum, NY, 1987.

In a town where it hardly ever snows, one neighborhood's children and parents take advantage of a late night snow by building a gigantic snowman before the snow turns to rain and melts away. Young readers will share in the excitement and fun as the whole neighborhood gets involved in the project. This charming story is an excellent example of how people can spontaneously celebrate a special natural happening by just going outside and joyfully experiencing the moment before it is gone forever. (ages 4 - 8)

PROGRAMS



The Storyteller
The old man tells his family stories that he was told as a child. Most American Indian stories start with "The old ones told me . . ." or "I was told by my elders when I was a child . . . ."

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ACTIVITIES

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Foreword

The stories told around the fire in the evenings, hundreds of years ago, are among the masterpieces of the American Indian, and every bit as much art and culture as their counterparts, the fairy tales.

True enough, modern civilzation has forgotten many of the old stories, and created new ones, but also as true, is the fact that many people know an Indian story or two from their childhood, but fail to recognize it.

One of my favorite examples of this, is the classic poem, "Rock-A-Bye-Baby."

Rock-a-bye baby
in the tree top
when the wind blows
the cradle will rock.
When the bough breaks
the cradle will fall
and down will come baby
cradle and all.

Many people have wondered what the cradle was doing in the tree to start with! Modern artists have depicted as old fashioned English-Dutch rocking cradle in the top of a tall tree.

Doesn't make much sense, does it?

No. Not until you realize that the cradle, is a cradle-board, used by American Indian women to carry their infants on their back while traveling. When they stopped to rest, the cradle-board and the sleeping baby were hung on a low branch facing away from the wind. The wind pushing on the back of the cradle-board rocked the infant in a way that felt much like the mother was still walking.

I hope that you will enjoy these other stories from America's original citizens!

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ACTIVITIES AND PROGRAMS

TRACE AN INSTRUMENT'S ORIGINS. Invite a local musician to do a presentation on the history of some instruments. You'll discover many different types of reed instruments, brass instruments, and members of the percussion group too. Participants could make willow whistles.

LEGENDARY MONSTERS. Werewolves, vampires, and ghosts send shivers down the spine of children worldwide. In some regions of the world, scary stories feature other animal beings.

LEARN SUPERSTITIONS FROM OTHER CULTURES. Superstitions are rooted in ancient beliefs- most so old that no one remembers how they became part of our lives. Do you "knock on wood" to bring good luck, or avoid walking under ladders?

PLANT AN INTERNATIONAL FOOD GARDEN. Most home gardens are filled with plants from around the world. The tomato, for instance, was probably first grown in Peru; spinach is thought to have originated in Persia (modern day Iran.)

MAKE UP A STORY ABOUT A FABLED LAND. Create your own story about an imaginary land full of wonders. You could even make a map to go with your story.

Using a world map and colored push pins, mark the countries each child reads about. Printed forms listing each country, with space for author, title, and unusual information, could also be provided.

Adopt a sister library\school from another country. Exchange a popular magazine or book, library cards, pictures of the library and library activities, bookmarks, and summer library program materials.

Have children write a description of their own community that they think would make their counterparts in other countries want to visit. Post all results; offer the best ones to your local chamber of commerce.

Copy lots of riddles from around the world, cut apart and put into a fish bowl. Each time a child visits the library, let them take a riddle out of the bowl and read it. (Maybe staff should be allowed a riddle preview.)

Kids everywhere like to start their own clubs. Ask a parent or teacher to sponsor your club, and emphasize everybody's different cultural heritage. You might want to make the focus of the club hands on fun. You can make international crafts, cook food from other countries, act out folk tales from around the world.

Invite people from your community who may have moved from other countries to share something of their culture. Schedule activities to coincide with street fairs and festivals that may be celebrated in your community.

Older children can act out a native folktale. Select the tale, work up the script, choose characters and act out. Videotape the performance , or perform it live for younger audiences.

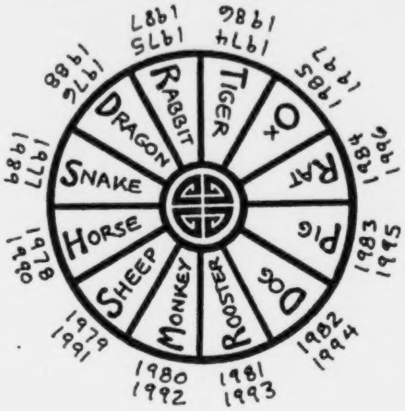
Write Your Own Folktale Contest. Make up contest rules, such as how long the original folktales should be, whether they should be "why"tales or trickster stories. Use the ten or so best stories at an ending program. Have the writers tell or read their stories, or if too shy, someone else. You could also see about having the stories illustrated and printed in booklet form. Maybe a "coffee house" atmosphere, or around the village fire, would add a festive element.

Clowns delight children with their silly antics in many cultures. In Asia, for instance, clowns are an important part of traditional theater. An Indian clown named Vidusaka helps explain the action during performances of Hindu epics. You can dress and act like the popular French clown, the mime. Mimes usually wear simple clothing, often just paint their faces white, with a touch of black to make their facial expressions stand out. Have a clown face painting day. Have children mime their favorite characters, or stories.

ALPHABETS AND LANGUAGE. Most European languages are written using the Roman alphabet. The tiny symbols over, under, and through some of the letters vary with the language. Learn some different phrases in other languages. Have a community person teach writing a few Chinese characters, such as friendship.(shown below.) This is also an opportune time to listen and discuss the many dialects within the English language. Children are fascinated by sign language, and many know a little. Have a sign language class, or club to encourage the use of this evergrowing language. Be sure to include a signer at your programs.

BIRTHDAYS. Everyone loves a birthday! Have an international "unbirthday". Have different cultures and foods set at different tables. Participants sit at the table of their heritage. To simplify things use Native American, Hispanic, European, Asian, African. Representation of each country could be a decoration, or flags. Learn birthday greetings in different languages.

ASTRONOMY AND ASTROLOGY. Learn some legends about the sky. Explanations about the appearance of stars, planets, and other celestial objects often reflect what was important to the people who invented their names and stories. What stories might you make up to explain what is visible in the night sky? Have an astronomer explain how to read star charts, and identify the constellations. Remember that people in the Southern Hemisphere do not see the same stars and constellations that we do. Astrology is a branch of astronomy that is concerned with the influence of the planets on our lives. Astrology is a guiding force in such countries as Bhutan, where astrologers are consulted to determine the best time to plant crops, travel, or marry. Many people around the world have a passing interest in astrology.



The Chinese calendar is the oldest continuously used calendar in the world. As of 1992, it is 4,690 years old!

This venerable calendar is made up of cycles of 12 years, each year named after an animal. The design at left shows these animals and current years (according to the Gregorian calendar) to which these animals "belong."

It is said that people possess some of the characteristics of the animal of the year of their birth. Those born during the Year of the Dog are faithful companions; those born during the Year of the Monkey are sure to be mischief makers! Do you share any of the characteristics of the animal of your year?

CHRISTMAS IN JULY OR AUGUST. Discuss how Christmas is celebrated in different countries and the ethnic origins of some of our Christmas customs and decorations. Tell Christmas stories from different countries or watch a movie based on a Christmas legend. Sing Christmas carols, make ornaments that are used on Christmas trees in other countries.

SPIDER STORIES. Shirley Climo's SOMEONE SAW A SPIDER,Crowell, 1985, includes folktales and superstitions about spiders from different countries, as well as factual information about them. Stories and information from this book may be combined with a spider craft, such as making a spider from styrofoam balls or marshmallows with pipecleaners for legs. Invite a pet shop owner to bring their live spiders.

INTERNATIONAL FIELD DAY. Sponsor an "International Olympics" during which children and fun-loving adults can compete in sports and games from around the world.

Choose an animal mascot to represent each continent on the globe, and sponsor an "Animals Around the World Storytime."Read picture book stories featuring each different kind of animal.

WORLD FOLK FAIR. Girl Scout or Boy Scout troops could be responsible for having booths representing different countries.

Feature crafts, activities, ethnic folk dances, and other things related to specific countries.

Plan a program focusing on the Grimm Brothers Fairy Tales. Jakob and Wilhelm Grimm were born in Germany. "Plays Magazine" frequently has fractured versions of old favorites such as "Little Red Riding Hood," which children enjoy performing as well as watching.

Invite karate club members to demonstrate the art. Make paper "belts" of different colored crepe paper.

MAKE FORTUNE CAKES. Follow directions on the cake mix box. Fill flat bottom ice cream cones half full. Put cones in cake pan. Fold fortunes and put one in each cone, poking down into batter. Bake at 350 degrees for one hour.
Or buy Fortune Cookies instead. With a pair of tweezers take out the fortunes and insert your own written on strips of paper.

ROMAN FEAST. Grapes and roast chicken would be very Roman. Dress in "togas" Sit on the floor and eat food with your hands.

GREEN EGGS AND HAM. Put green food coloring in your drink, mashed potatoes, spaghetti. Yes, it's gross! Freeze clovers in ice cube trays filled with water. Serve in glasses of juice.

Kids Meeting Kids
c/o Mary Sochet
380 Riverside Drive
New York, NY 10025

Kids Meeting Kids

What would it be like to live in another country, such as the Soviet Union? To find out, your child can join "Kids Meeting Kids." Your child will receive a Russian recipe book, a book of pictures and letters exchanged between Russian and American children, a yearly newsletter about kids meeting other kids, and information about how to be a pen pal with a child from another country.

Children as the Peacemakers
Peace Clubs
950 Battery Street, Second Floor
San Francisco, CA 94111

Children as the Peacemakers

Since its inception in 1982, the Children as the Peacemakers Foundation has established Pat's Peace Kids International Peace Clubs around the world to help children learn about living peacefully on the planet. Membership entitles you to a newsletter, an adult guidebook, and a series of guidebooks for children. Each is concerned with a different level of club activities, beginning with initiation into the club, continuing with peacemaking skills, and concluding with a peacemaker graduation ceremony. Other club activities include designing your own club constitution, contacting kids from other countries, learning the skills of peacemaking, and writing to world leaders. The cost for club registration is $15.00. Membership in the Children as the Peacemakers Foundation is also available to adults, senior citizens, and groups, and fees are tax-deductible. For more information, write to Children as the Peacemakers.

PEN PALS

Consider setting up a pen pal exchange. One way for children to " join hands" with others around the world is to find a pen pal in another country. In the exchange of letters, children can learn that, while cultures differ, much remains the same - hopes, struggles, laughter, love.

Here are some sources for pen pals. There are many others.

League of Friendship, Inc. Box 509, Mount Vernon, Ohio 43050. Supplies foreign pen pals to individuals ages 12 and up. Send $1.50 with a self -addressed, stamped envelope. Children may request a country and language (including English) for correspondence.

World Pen Pals, 1649 Como Ave. ,St. Paul, Minnesota 55108. Supplies foreign pen pals to individuals or groups of children ages 12 and up. Individuals send $3.00 and legal size self-addressed envelope. Groups of six or more may request names for $2.50 each. Each applicant receives a pen pal name, suggestions for writing letters and a copy of the Pen Pal newsletter. Children may request a country and language for correspondence.

International Friendship League, Inc. 55 Mount Vernon, Boston, MA 02109 Ages 7-18.

Pen Pals, P.O. Box 567, Indianapolis, IN 46206. Supplies American pen pals only. Send $.50 for a list of names, addresses, and ages of children up to age 13 from nearly every state. They do not supply pen pals from foreign countries.

Contact a library in another city or state to arrange a pen pal exchange. This can involve quite a bit of paper work, but can be successful. Exchange ideas about programs, favorite books, etc.

SCHOOL AGE STORYTIME
NORTHERN EUROPE

Books:

Germany:
Van Woerkom, Dorothy. THE QUEEN WHO COULDN'T BAKE GINGERBREAD
Hurliman, Ruth. THE PROUD WHITE CAT
Ross, Tony. THE PIED PIPER OF HAMLIN
Cooney, Barbara. LITTLE BROTHER AND LITTLE SISTER
Grimm, Jacob. THE WOLF AND THE SEVEN LITTLE KIDS

Holland:
Green, Norma ret. THE HOLE IN THE DIKE
Krasilovsky, Phyllis. THE COW WHO FELL IN THE CANAL
Krasilovsky, Phyllis. THE FIRST TULIPS IN HOLLAND

Denmark:
Kent, Jack. HODDY DODDY

Norway:
THE SQUIRE'S BRIDE - illus. by Marcia Sewall
Hague, Kathleen ret. THE MAN WHO KEPT HOUSE
Asbjornsen, P. Chr. THE RUNAWAY PANCAKE

Sweden:
Beskow, Ella. PELLE'S NEW SUIT
Lindgren, Astrid. THE TOMTEN
Westerberg, Christine. THE CAP THAT MOTHER MADE

Fingerplay:
YO-DA-LAY-HEE-WHO

Flannel Board Stories:
THE THREE WISHES (A German Tale)
THE BREMEN TOWN MUSICIANS (A German Tale)

YO-DA-LAY-HEE-WHO

Before doing this you may want to explain to your group that to yodel is a special way of singing most often done by people living in the countries of Switzerland, Austria, Germany, etc.

Four little Swiss girls standing in a row,
(Hold up four fingers)

Each waiting for a chance to show,
(Fold arms over each other and tap foot upon floor)

That she could yodel high,
(Point finger and extend arm upward)

And she could yodel low,
(Move arm and point downward)
("Sing" in a very LOW pitches sing-song voice)

YO-DAY-LAY-HEE-WHO-OOOO
YO-DAY-LAY-HEE-WHO-OOOO
("Sing" in a very HIGH pitches sing-song voice)

YO-DAY-LAY-HEE-HEE-EEE!
YO-DAY-LAY-HEE-HEE-EEE!

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THE THREE WISHES
A German Tale

A man went to cut wood in the forest one day. He chose a gnarled old oak tree, and raised his axe.

"No! No! came a wee small voice.

The man looked around, and as he didn't see a soul, he raised his axe again.*

"Please, spare this tree!" came the wee small voice again. The man looked up and saw a tiny little elf, all dressed in green, almost hidden amongst the leaves of the tree.

"This tree is my home. Please don't be chopping it down," begged the elf.

The man laughed at the sight of such a tiny creature. "Well, I would never chop down a person's home," said he.

"Indeed, and you have done better for yourself today than you think," said the wee small elf. "For I know magic, and I shall grant your next three wishes, no matter what they be"

As the man started to thank the elf, the little fellow disappeared.**

The man hurried home to tell his wife of their good fortune, but when he arrived, she was not in the house. "Oh dear,' said the man in a low voice, talking to himself, "I am so hungry ... how I wish I had a great, fat sausage here right now!"

And to the man's astonishment-ZIP!-the biggest sausage he had ever seen appeared on the table. And just at that moment, in walked his wife.

"What's this? You home so early, and such an enormous sausage on the table! Where ever did it come from?" she asked.

The man had to tell her all about the old oak tree and the wee small elf and the three wishes.

"And so!" cried the wife. "You have wasted one of our three precious wishes on a sausage? I wish that sausage were stuck on the end of your nose, for all the world to see what a simpleton you are!"

And-ZIP!- the sausage rose up off the table and -ZAP- it stuck fast to the top of the poor man's nose.

"Now look! You've gone and wasted our second wish!" cried the man. "Get this sausage OFF MY NOSE!"

Preschool Storytime
Northern Europe

Books:

Germany:

Harper, Wilhelmina. THE GUNNIWOLF
Grimm, Jacob. THE ELVES AND THE SHOEMAKER, illus by Paul Galdone
Van Woerkom. THE QUEEN WHO COULDN'T BAKE GINGERBREAD
Hurliman, Ruth. THE PROUD WHITE CAT

Denmark:

Lobel, Anita. KING ROOSTER, QUEEN HEN
Kent, Jack. HODDY DODDY

Holland:

Green, Norma. THE HOLE IN THE DIKE
Krasilovsky, Phyllis. THE COW WHO FELL IN THE CANAL

Norway:

THE THREE BILLY GOATS GRUFF
THE SQUIRE'S BRIDE, illus. by Marcia Sewall
Asbjornsen, P. Chr. THE RUNAWAY PANCAKE

Sweden:

Beskow, Elsa. PELLE'S NEW SUIT
Lindgren, Astrid. THE TOMTEN
Westerberg, Christine. THE CAP THAT MOTHER MADE

Fingerplay:

"Eins Zwei" (German)

Eins, zwei, Polizei;	Touch 2 thumbs together
Drei, vier, Offizier;	Touch 2 pointer fingers together
Funf, sechs, alte Hex;	Touch 2 middle fingers together
Sieben, acht, gute Nacht;	Touch 2 ring fingers together
Neun, Zehn, Auf Wiedersehen.	Touch 2 little fingers together

Traditional

"One Two"
One, two Policemen blue
Three, four Captain of the corps;
Five, six a witch on sticks
Seven, eight, the hour is late,
Nine, ten, till we meet again

Flannel Board Story

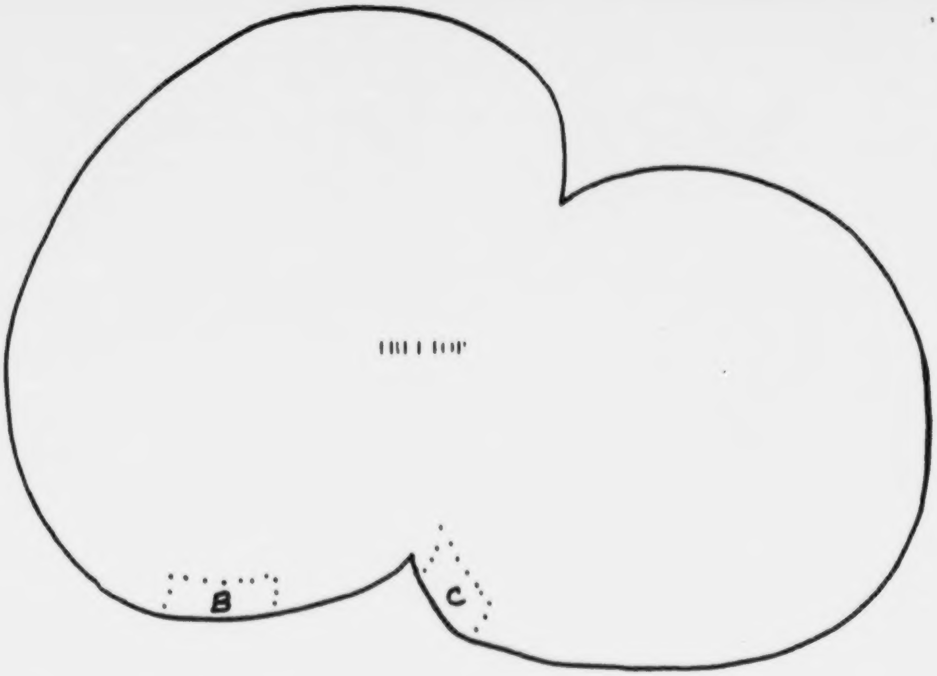
THE PANCAKE MAN (A Norse Folk Story)

Game:

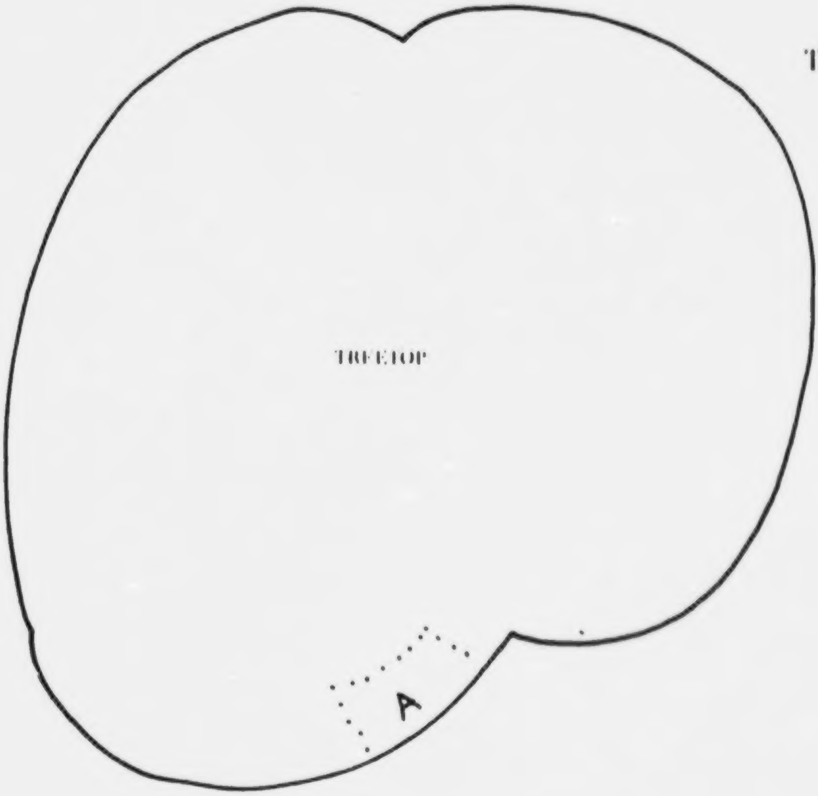
ADAM HAD SEVEN SONS (Germany)

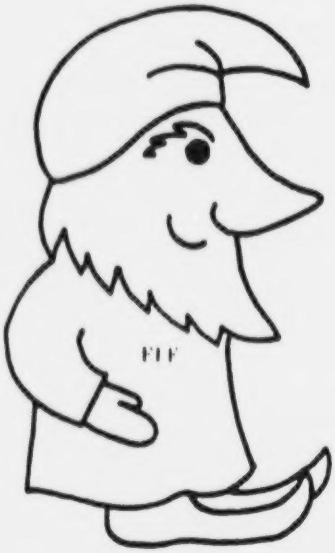
Craft:

GERMAN JUMPING JACK



THE THREE WISHES





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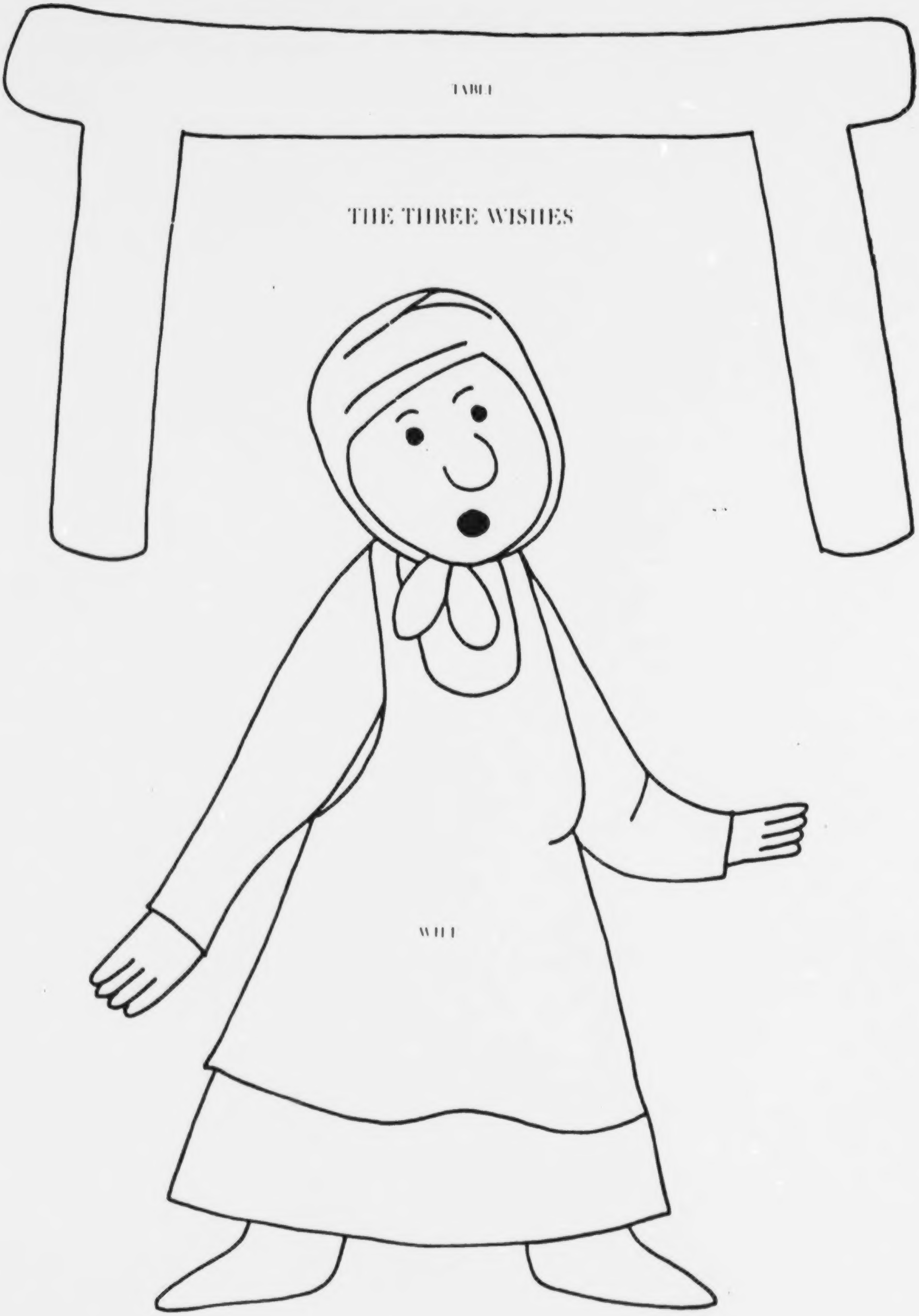
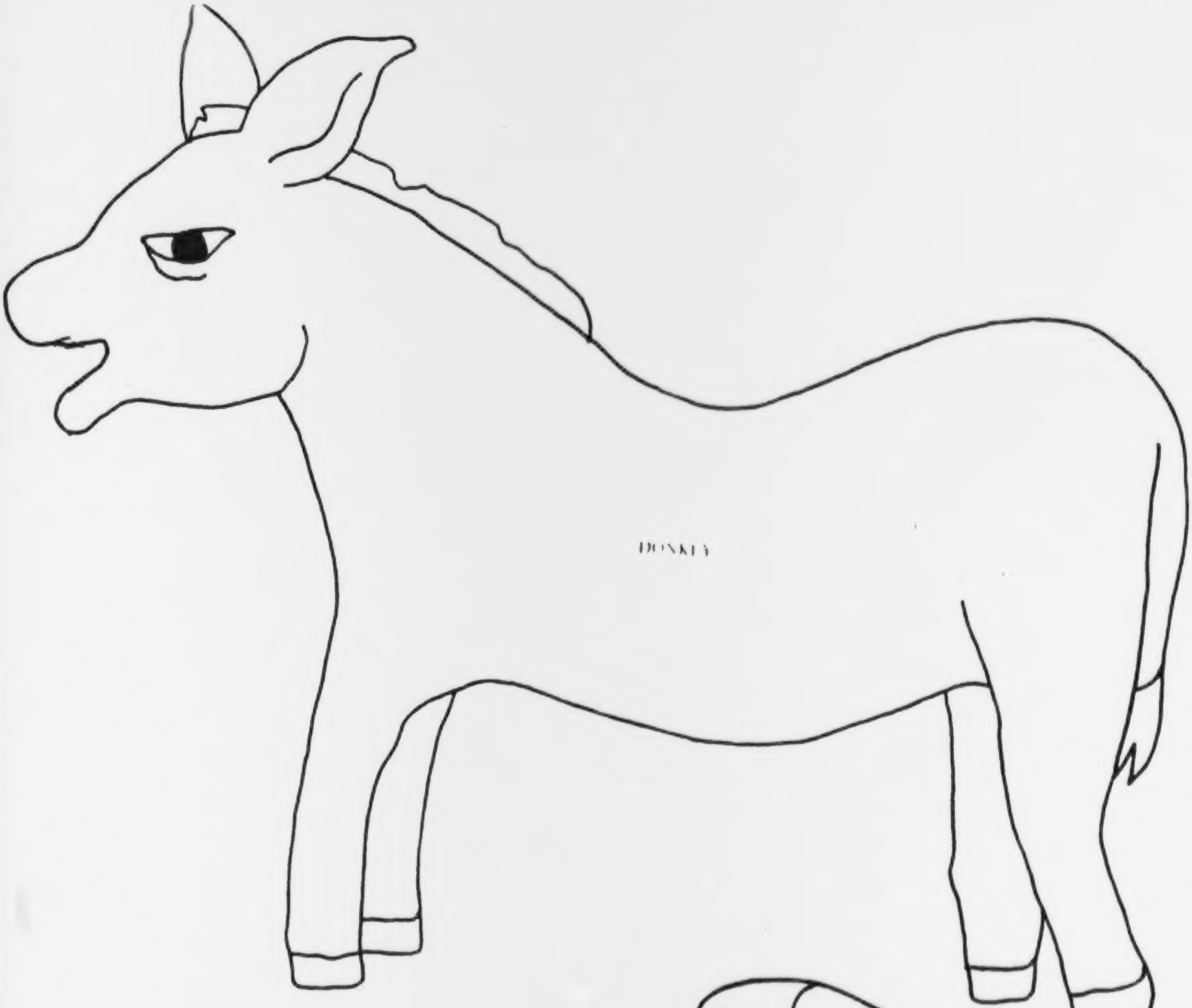
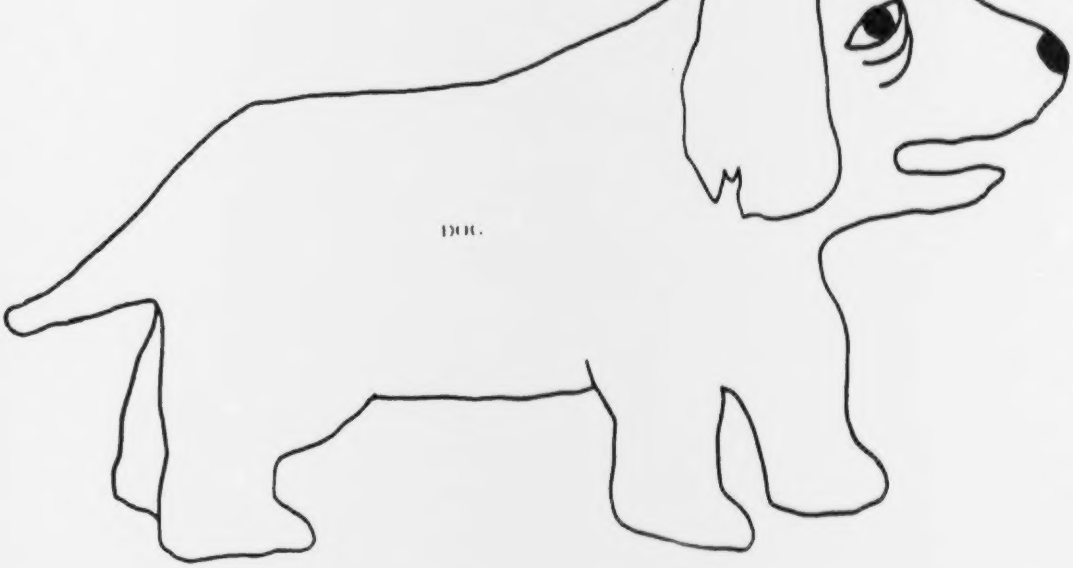
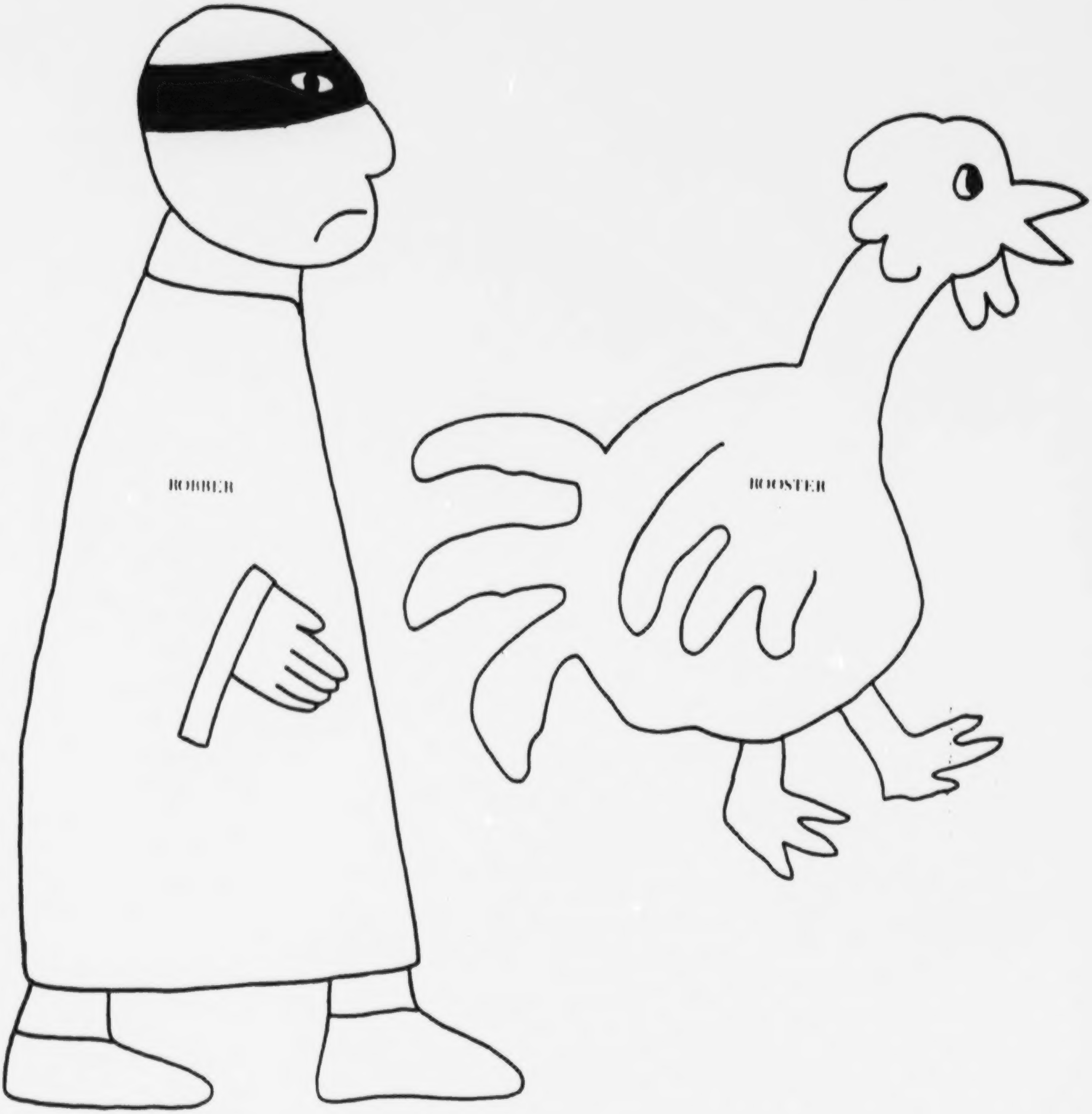
THE THREE WISHES




DONKEY


DOG


ROBBER
ROOSTER

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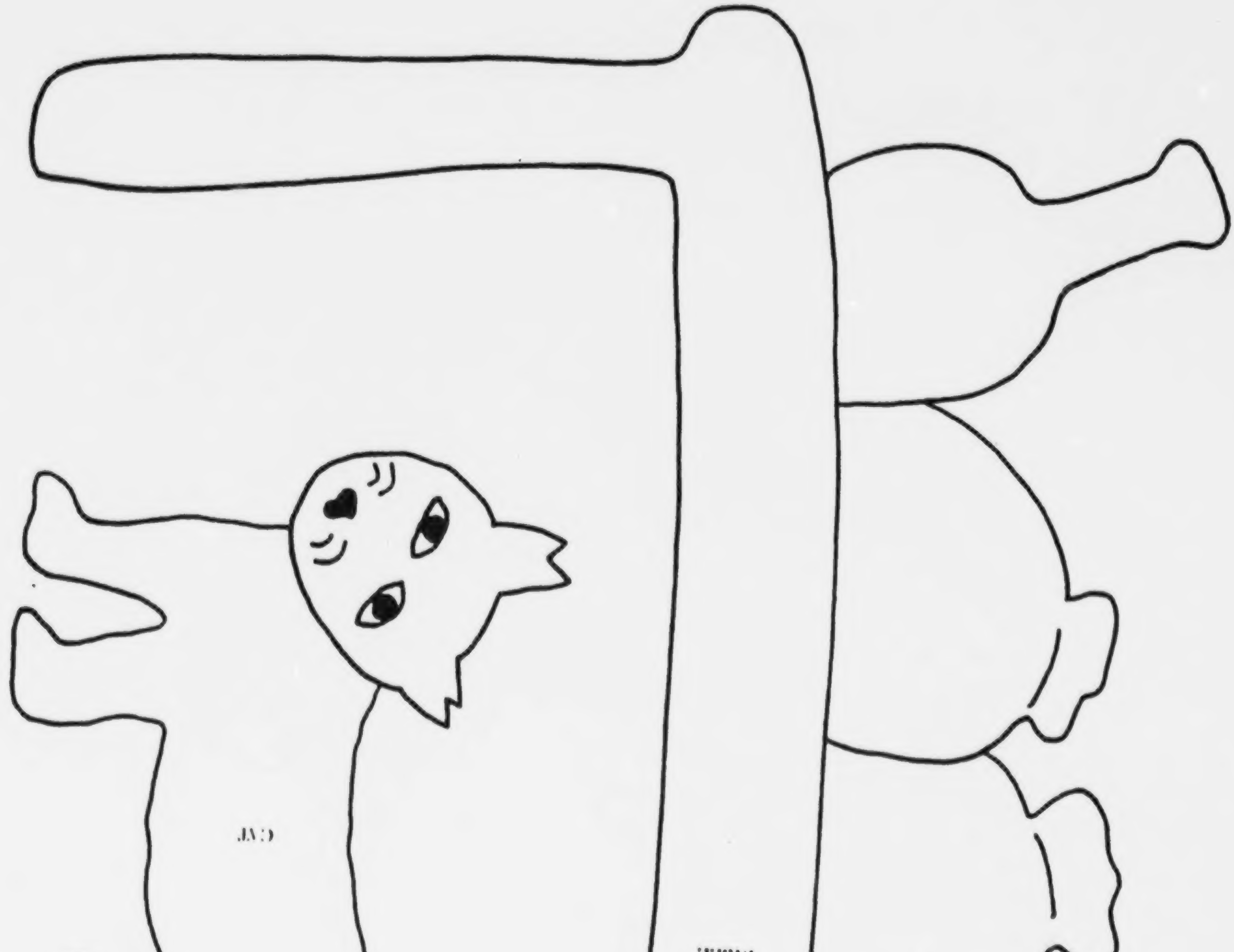
CAT
TABLE

THE PANCAKE MAN
Norse Folk Story

There was a little old woman, and a little old man. One day the old woman had a pancake in a little old pan. She went to the door and said, "Come, Little Old Man, and look in this pan." The little old man looked in the little old pan and said, "I see just what I want for my dinner. I am going to eat the pancake."

The pancake jumped away from the little old man. He jumped out of the pan to the floor. He rolled over the floor to the door. Then out the door he went in a hurry!

"Stop, Pancake!" said the old man. "Come back to this little old pan! The pancake did not stop. He rolled out of the gate and called back, "Run, run, as fast as you can. You cannot catch me. I am the Pancake Man."

The old woman and the old man ran after the pancake, but they could not catch him.

Pancake rolled on and on. Soon he met a big black dog.

"Stop, Pancake!" said the dog. Pancake did not stop. He rolled on and sang, "I ran away from a little old woman and a little old man and I can run away from you too. I am the Pancake Man!"

Pancake rolled on and on. Soon he met a big brown bear.

"Stop, Pancake!" and the bear. Pancake rolled on and he sang, "I ran away from a little old woman and a little old man. I ran away from a big black dog, and I can run away from you too. I am the Pancake Man!"

On rolled the pancake. Next he met a fox. "Good day, Pancake," said the fox. "Did I hear you sing as you rolled down the hill? Come here and sing for me."

The Pancake Man sang, "I ran away from a little old woman and a little old man. I ran away from a big black dog and a big brown bear. I can run away from you too. I am the Pancake Man!"

"My, My!" said the fox. "I do not want to run after you. Stay here and sing for me again.

The pancake sat next to the fox and sang, " I ran away from a little old woman and a little old man. I ran away from a big black dog and a big brown bear. I can run away from you too. I am the Pancake Man!"

"You will never run away again," said the fox. "You are just what I want for my dinner. I am going to eat you up!" And that is just what he did!

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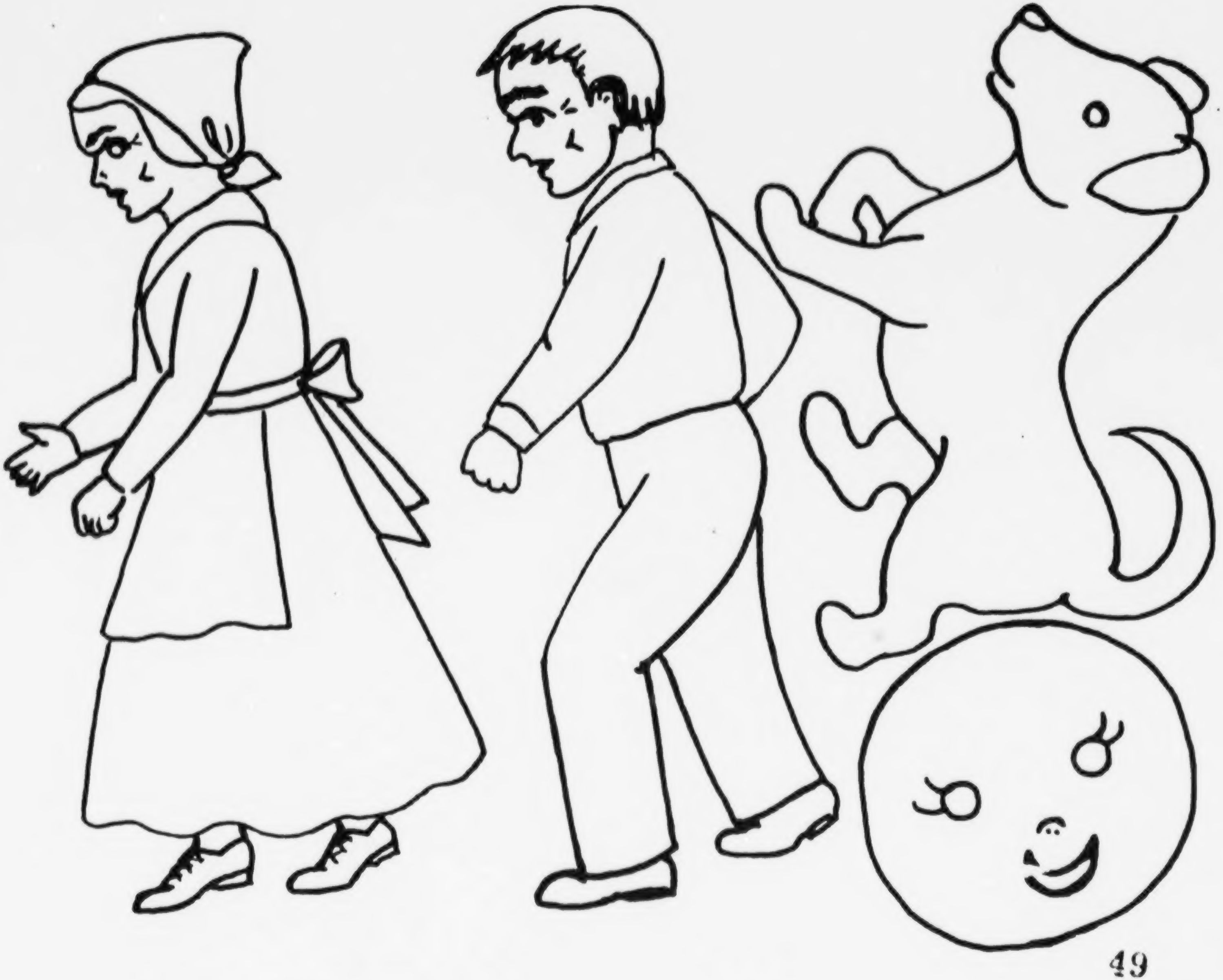

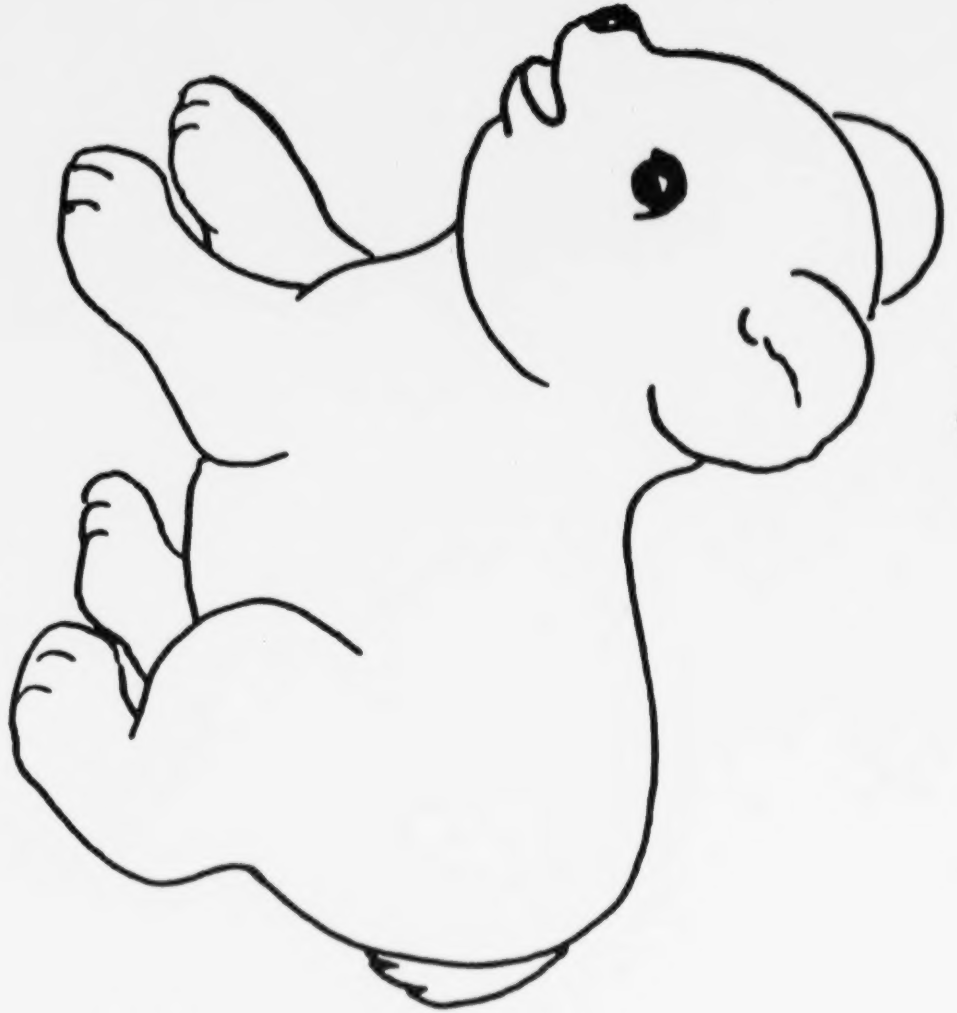

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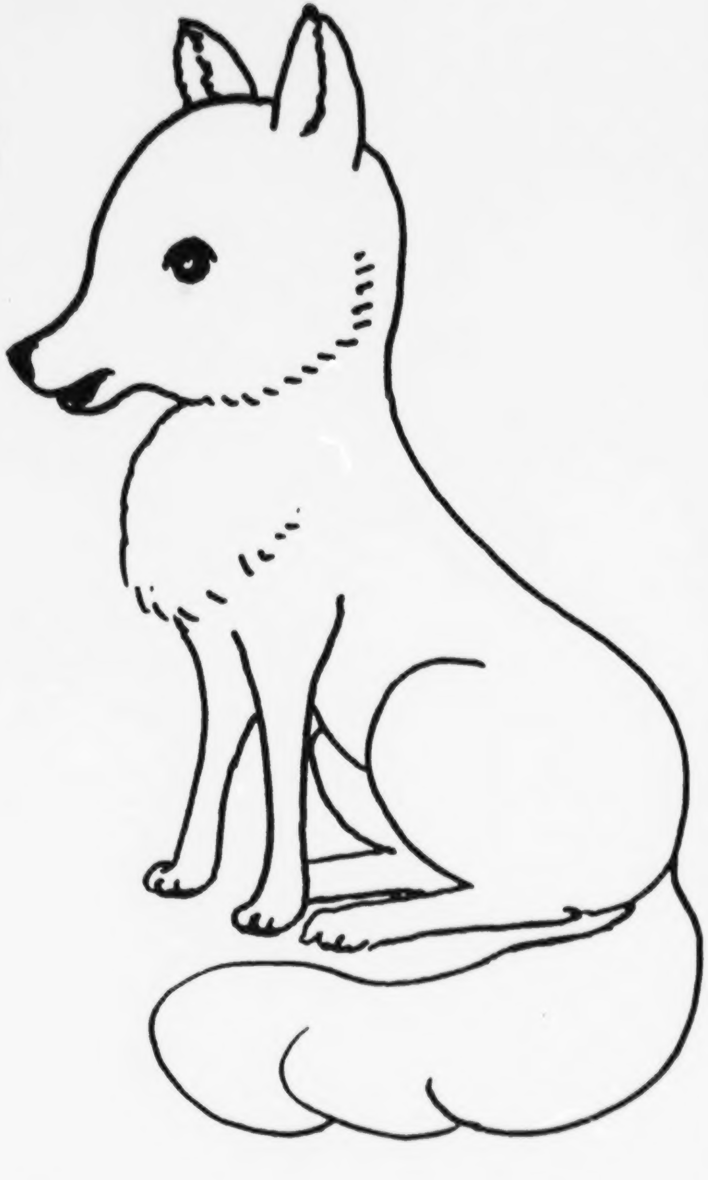

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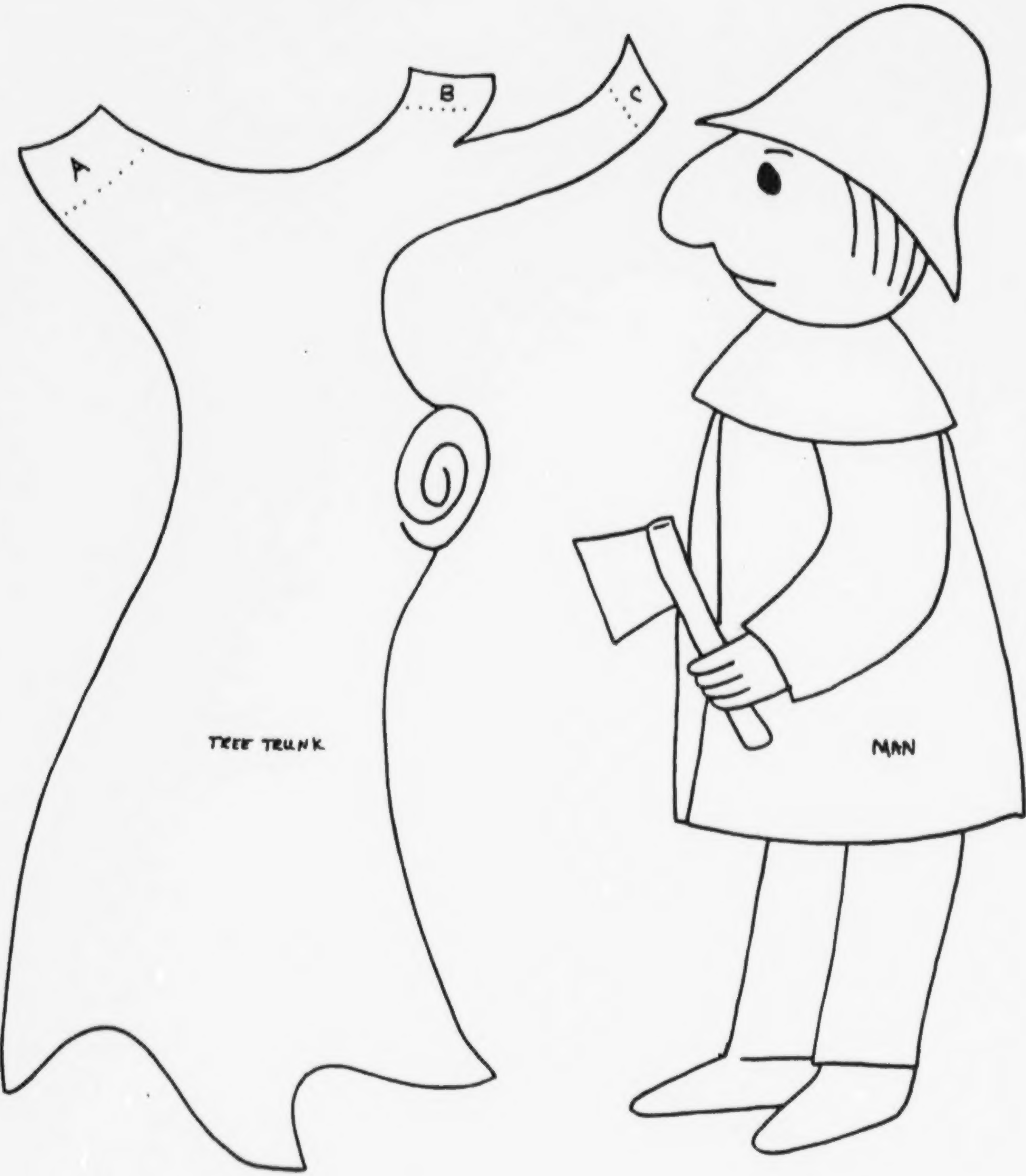
A
B
C
TREE TRUNK
MAN

Preschool Program

Books:

Berson, Harold. KASSIM'S SHOES, 1977.
Berson, Harold. THE THIEF WHO HUGGED THE MOONBEAM, 1972.
De Paola, Tomi. BILL AND PETE GO DOWN THE NILE, 1987.
Heide, Florence Perry. THE DAY OF AHMED'S SECRET, 1990.
Van Woerkom, Dorothy. ABU ALI, 1976.
Van Woerkom, Dorothy. FRIENDS OF ABU ALI, 1978

Fingerplay/Song:

This is a traditional women's chant in the United Arab Emirates:

Oh, look at the moon traveling East
In the desert it lays and sleeps
Say hello to those who in the desert sleep
And greet the one whose scent is sweet.

From: CUSTOMS OF THE ARABIAN GULF by Bahia Fakhro. Arab Customs, 1978.

Flannelboard:

"Nine in a Line" in 1983 Summer Reading Manual, "Adventures A to Z", pp. 43-50 (including patterns). (Arabian)

Story to Tell:

Montgomerie, Norah. TWENTY-FIVE FABLES. Abelard-Schuman, 1961. pp. 18, 22,34, 38, 41, 46, 50, 54.

or: Choose a fable from: Walker, Barbara K. A TREASURY OF TURKISH TALES Linnett Books, 1988.

Activity/Craft:

1) Make homemade lemonade. All you need is fresh lemons, a knife, sugar and water. Also taste Dates.

2) Make "Yogurt Honey Cake" see: Cole, Ann, CHILDREN ARE CHILDREN ARE CHILDREN. Little, Brown, 1978. pg. 104.

School Age Program
Native Americans

Books:
BUFFALO WOMAN by Paul Goble
THE FIRE BRINGER by Margaret Hodges
THE LEGEND OF JUMPING MOUSE by John Steptoe
KNOTS ON A COUNTING ROPE by Bill Martin
THE ANGRY MOON by William Sleator
THE GIRL WHO LOVED HORSES by Paul Goble
WHERE THE BUFFALOES BEGIN by Olaf Baker
HAWK, I'M YOUR BROTHER by Byrd Baylor

Films:
LEGEND OF BLUE BONNET - 20 mins.
ANNIE AND THE OLD ONE - 15 mins.

Game: Cherokee Basket Game

This basket game is one played by Cherokee Indian children in North Carolina today. It was played by their ancestors as children when the first Europeans set foot on American soil. This game is an indoor activity that can be played by two or more.

To play this game you need:

Dice: You may use six identical buttons (wood works best) or six flat beans (lima or butter).

A Basket: It should be flat, a foot square with three or four inch sides. (You could use a cardboard box instead of a basket.)

A felt tipped marker

1. Using the marker draw a design on ONE side of each die.

2. The first player holds the basket (with the six dice inside) in both hands. Toss the dice into the air by flicking the basket and catching them again.

3. If all dice land with the marked side up, the player scores three points. If all unmarked sides are up, two points are scored. If five out of six of the dice have the same side up, one point is scored, otherwise there is no score. (ie. 3 up, 3 down = 0; 2 up, 4 down = 0).

4. The same player continues until he or she fails to score. Then the basket is passed to the next player etc.

5. The first player to score twelve points is the winner.

(From the 1986 NC Summer Reading Manual, "We the People." Other ideas about Native Americans that can be found on pages 62 - 84 of this manual are program ideas, games, flannel board stories, crafts, patterns and activity sheets.)

Preschool Program
Native Americans

Books:
CORN IS MAIZE by Aliki
LINDA AND THE INDIANS by C. W. Anderson
LITTLE RUNNER OF THE LONGHOUSE by Betty Baker
LEGEND OF INDIAN PAINTBRUSH by Tomie De Paola
STAR BOY by Paul Goble
HIAWATHA by Henry Wadsworth Longfellow

Films:
ARROW TO THE SUN - 12 mins.
CHILDREN OF THE PLAINS INDIANS - 20 mins.

Fingerplay:

BRAVE LITTLE INDIAN

The brave little Indian went hunting	(Hold index finger near back of head like feather)
He looked in the woods and everywhere	(Hands held over eyes then make sweeping gesture)
The brave little Indian found a BIG bear	(Wide eyed surprise)
He ran away fast	(Fingers running)
Oh what a scare!	(Place hand on heart as though scared)

Game:

TRICK THE DANCERS

This game once was and still is played by Indian children on the Northwest coast of the United States. It's a different version of musical chairs.

Needed: Drum, 5 - 15 children

Select one child to be the drummer. Have other children stand in a cricle. When a drummer starts beating the drum, children are to dance around in a circle. When the drummer stops beating the drum, children must stop in their tracks in whatever position they are in. If there is a step or movement while there is no drumming, that person is out of the game. The drumming continues on and off this way until there is one child left. This child is declared the winner and thus becomes the next drummer.

Raven Steals The Sun

Intertribal

It is told that at the beginning of the Earth, there was a very powerful chief, who lived in the sky.

This chief was very greedy and liked to keep everything for himself. One of the finest possessions he held was the sun, which he kept in a beautiful box, ornamented with wonderful stones and precious metals.

Because the chief kept the sun hidden, the world was always dark.

One night, Raven was flying past the chief's house, and saw the beautiful box by the fire.

Raven sat on the smoke hole and thought about how he might have a few of the shiny stones for his nest, for he loved shiny things very much.

Raven then saw that the house was empty, so he hopped in, and began to peck at the stones. Raven pecked so hard, that the box sprang open!

The sun looked like a wonderful piece for his nest, so Raven quickly picked it up in his beak, and flew out into the sky.

The chief saw Raven as he was going overhead and shouted at Raven so loudly that Raven dropped the sun right there in the middle of the sky!

The Indians will tell you that this story is true. The proof is, that the sun is still in the sky, right where Raven dropped it!

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School Age Program

Books:

Ambrus, Victor THE SULTAN'S BATH, 1971.
Berson, Harold LARBI AND LEILA, 1974.
Carrick, Carol. ALADDIN AND THE WONDERFUL LAMP, 1990.
Manson, Christopher. A GIFT FOR THE KING: A PERSIAN TALE, 1989.
Walker, Barbara. TEENY-TINY AND THE WITCH-WOMAN, 1975.
Wolkstein, Diane. THE RED LION: A TALE OF ANCIENT PERSIA, 1977.

Read Aloud:

Travers, P.L. TWO PAIRS OF SHOES, 1980.

Booktalk and Display on Ancient Egypt:

Alexander, Sue. NADIA THE WILLFUL, 1983.
Stolz, Mary. ZEKMET, THE STONE CARVER, 1988.
McGraw, Eloise. THE GOLDEN GOBLET, 1986.
McGraw, Eloise. MARA, DAUGHTER OF THE NILE, 1985.

Activities/Crafts:

1) Count from 1 to 10 in Arabic. Use: Jim Haskins, COUNT YOUR WAY THROUGH THE ARAB WORLD, 1987.

2) Make a mosaic. See: Ann Cole, CHILDREN ARE CHILDREN ARE CHILDREN pg. 83. Mosaics can be made with small tiles or with torn tissue paper or construction paper or even with seeds or pasta. The idea is to draw a simple, uncomplicated picture and then fill in the outline with small pieces of whatever material, planning colors to fit the detail of the picture.

3) Use Fakhro, Bahia CUSTOMS OF THE ARABIAN GULF, Hamden, CT:, 1978, for customs which could be acted out as skits.

Games:

1) "The Fox" (Egypt). Circle game in which the Fox walks around the outside of the circle, drops a handkerchief behind one of the people in the circle. That person chases the Fox while the Fox tries to get into the person's place in the circle before the person gets back there. Continue until all children have had a chance to be Fox.

2) "Goosh Ve Damagh" (Ear and Nose) (Iran) See: Ann Cole, CHILDREN ARE CHILDREN ARE CHILDREN pg. 102.

Food:

1) Marzipan (almond paste). See: Ann Cole, CHILDREN ARE CHILDREN ARE CHILDREN pg. 106 or buy in any Gourmet Food Shop. Kids can color the paste and make fruits, vegetables, or even toy characters out of it.

2) Date tasting, either plain or with fillings.

Preschool Program

Books:

Carle, Eric. WHAT'S FOR LUNCH? 1982.
Politi, Leo. Any title.
Estes, Marie. GILBERTO AND THE WIND. 1978

Flannelboard: "Little Cockroach Martina." THE FLANNEL BOARD STORYTELLING BOOK.

Finger play: "This One is a Little King"

This one is a little king;
Este es un rey honrado (hold up little finger)

This one is a hero true;
Este de buen corazon (hold up ring finger)

This one is rich;
Este riquezas tiene (hold up middle finger)

And this one, my dear, is you;
Y este es un picaro ladron (hold up thumb)

Craft: Make a Serape - Take a 4 piece section from a roll of heavy duty white paper towels. On the back of each section tape over perforated lines so that the towels will not come apart . Let children cut fringes along the short ends of their towel section. Use tempera paint or colorful crepe paper to decorate. After the children have finished, let them wear the serapes draped over one shoulder or over both shoulders fastened with a pin.

Food: Give each child a mexican wedding bell (cookie dipped in powered sugar)

Activity: Let children color the Mexican sun picture.

Stone Soup

Text and illustrations by Marcia Brown
(New York: Charles Scribner's Sons, 1947)

Summary: Three hungry soldiers manage to convince the unfriendly townspeople to contribute ingredients to a pot of delicious stone soup.

Audience: Kindergarten to grade 3 (ages 5 to 8)

Type: Participation and traditional

Procedure: Seat the children in a semicircle with one open end where you will sit. Place a large black kettle in the center of the circle in front of you. Introduce the story by telling the children that they are going to help you to tell it. After you give each child one of the ingredients for the stone soup, explain that when the story calls for that ingredient the child should bring it to the front of the group and add it to the stone soup.

Materials Needed:

- Large black pot or kettle (can use plastic black pots available from stores that sell flower pots)

Ingredients for soup:

- empty milk and/or water containers (for buckets of water)
- 3 medium-sized stones
- real salt and pepper shakers with or without seasonings in them (for salt and pepper)
- real carrots and potatoes
- cardboard or plastic barley, cabbages, and meat
- empty milk cartons (for milk)

Optional Activity:

Make a Pot of Stone Soup (activity sheet)

Give each child an activity sheet containing the outline of a large pot in the center. The children are to draw ingredients that would be added to the pot to make a pot of stone soup.

Preparation Time:

- Story and props—15 to 20 minutes
- Optional Activity
  Make a Pot of Stone Soup—5 to 10 minutes

I Unpacked My Grandmother's Trunk

by Susan Ramsey Hoguet

(New York: E. P. Dutton, Inc., 1983)

Summary: Objects from A to Z emerge from grandmother's trunk in this picture book version of an old memory game.

Audience: Preschool and higher (This memory game is good for any age.)

Type: Participation

Procedure: Introduce the story by bringing out a box decorated to look like an old trunk. You can use an old wooden cigar box or a jewelry box instead of a trunk. As you begin, open the lid and take out a card with a picture of the first item (an acrobat). Give the card to a child, and have the child stand up holding the card. Continue with the rest of the rhyme, giving each card to a different child, who in turn stands up and becomes a part of the circle. As you add new items, have the children repeat the preceding list each time until all 26 items are revealed.

This is a good exercise to use when a large class visits the library.

If desired, you can also present this story as a game. Directions are found in the picture book.

When you are finished with the rhyme, let the children think of and name other items that might have been in the trunk.

Materials Needed:

- box decorated to look like an old trunk
- lightweight cardboard
- coloring medium

Optional Activity:

What Else Was in the Trunk?

Give the children small index cards, and explain that just as the rhyme named things from A to Z, the children are to create a set of memory cards of items from A to Z. The pictures can be drawn on the cards, or the children can cut out pictures from old magazines and newspapers.

Materials Needed:

- small index cards
- old magazines and/or newspapers
- pencils, markers, and crayons
- scissors
- glue and/or paste

CRAFTS

CRAFTS

Using a world map, let children collect pictures from old magazines and paste them on the map. You could also use as a "My Favorite Animals of the World" to chart wildlife, and endangered species.

Show the film, AROUND THE WORLD IN EIGHTY DAYS,have the children make miniature hot-air balloons by attaching strawberry baskets to helium-filled balloons.

Make a tag board pattern of a person. Have children copy and cut out paper doll style. Children can "dress"their dolls in native clothing. Use fabric scraps for clothing.

Blow up a balloon until rounded (but not too full) and tie. Use a magic marker to draw a map of the continents. Make a slit in the middle of a paper plate, invert the plate and slip balloon tie through the slit. This makes a stand to hold the balloon. You could continue this project by cutting folded paper children holding hands and gluing around the balloon globe.

Make a papier mache, globe. Blow up a balloon, cover with papier mache. After it dries, paint to look like the earth. Paper towels and liquid starch make a very clean, easy to clean up papier mache.

Children of all ages can contribute to a giant collage. Save old magazines (or ask children and parents to bring some in).Plan a huge collage to picture things from all over the world.

ORIGAMI. Introduce children to the Japanese art of origami, or paper folding. See directions for jumping frog on following page.

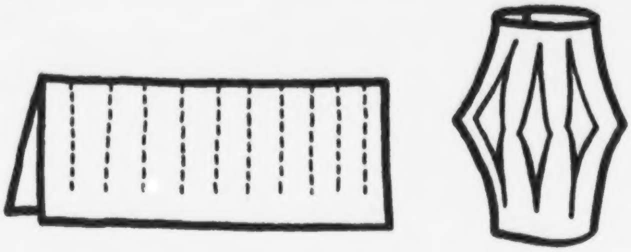
MASK MAKING. A craft to use in focusing on Nigeria might be mask making. An easy technique is to staple a popsicle stick or tongue depressor to a paper plate and make a three-dimensional mask by using parts of egg cartons, small cups, and other materials. Face-sized masks can be cut from tagboard, decorated with colored beads, shells, stones, etc. Tie on with string.

SAND PAINTING. Sand painting is done by the Southwest Indians in ceremonial Kiva purification rituals. Put some plain sand in jars, add food coloring and shake. Although traditional sand paintings are swept away after the rituals are performed, have the participants make theirs on cardboard covered with glue.

CHINESE YARN PUNCH CARDS. On scratch paper, have children draw large designs. For example, they could draw a dragon for spring, a tortoise for winter, a phoenix for summer, and a tiger for autumn. Transfer designs to shirt cardboard, punch holes on lines 1" apart. Have children lace yarn between the holes.

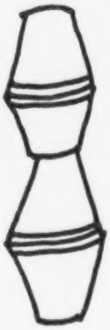
CHINESE BLOCK PRINTS. Engrave picture onto styrofoam meat package with dull pencil. Squeeze some block printing ink onto glass and roll the roller back and forth in the ink until covered. Roll over the engraved side of the styrofoam package. Press the inked package against a piece of white paper, remove and there will be a print. Styrofoam may be used again.

CHINESE PAPER LANTERNS. During the Chinese New Year, children decorate their houses with red paper, the symbol of good luck. Have children make red paper lanterns to hang at home or in the library. Fold and cut paper as shown. Unfold paper, then roll into cylinder to form lantern.



Make a sand sculpture of the Great Wall of China. For how-to and photographs, see page 20 of the August 1983 CRICKET magazine.

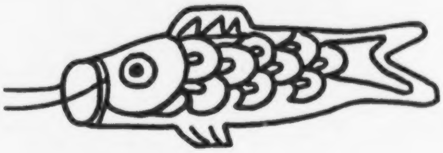
PAPER CUP TOTEMS. Glue 4 styrofoam cups together in the following fashion: top to top, then bottom to bottom, then top to top. While the glue is drying, color and cut out totem faces. Spread glue on backs of faces and place on totem poles. One face per cup in a straight line.



ARABIC NAME DESIGNS. Write the arabic name of each child in script along the fold on a piece of construction paper. Draw around the top of the name. Cut on the line you just drew. Discard the cutout and open the paper. You now have an Arabic name design. Paste your name design on a piece of colored paper. An excellent way to introduce activity is to read aloud THE DAY OF AHMED'S SECRET.

JAPANESE ORIGAMI. The Tsuru, the crane , is one of the symbols for the Japanese New Year. String several paper cranes and hang them from the ceiling. Most origami books will have instructions for folding them. For older children use the book SADAKO AND THE THOUSAND PAPER CRANES,by Eleanor Coerr.

CARP STREAMERS. May 5 is Children's Day, or Kodomo No Hi.It is a time to honor the children of Japan. The traditional decoration for this day is a carp streamer. Use white cloth, such as an old sheet. Fold the sheet in half and cut out the fish shape. Color the fish design with fabric markers. Sew up the belly, leaving the mouth and tail open to catch the wind. Using thin wire, make a circle to match the mouth, Fold the mouth around the wire and hem. Tie four lines from the fish's mouth. Join together and attach to a pole. Fly the carp in a parade , from the ceiling, or a window.



PINATAS. Cut tissue paper into strips approximately eight inches long and three inches wide. Cut two-inch fringes along the width of each strip. Use six to eight strips per pinata. Tape two styrofoam or paper cups at the rims. (Add candy or toys before taping). Overlap the strips of tissue paper, beginning at one end of the pinata, work in one direction. Loop the string and tape the two ends together in the center of the top of each pinata.

POTTERY. Modeling clay is all you need to present an exciting hands-on experience for children of all ages. Make pinch, slab and coil pots. Practice each technique, and allow the children to take home. Every culture has traditional designs, this craft would fit in with many different countries.

COLORED EGGS. Nuruz, or the Iranian New Year in the solar calendar, has been celebrated by Iranians for more than 2,5000 years. It begins on the first day of spring (March 21), and lasts for 13 days. Eggs are colored as a symbol of rebirth and are part of the Nuruz decorations.Colored eggs are a part of every culture, you have a demonstration of the Ukrainian eggs, called pysanka. Read the story RECHENKA'S EGGS, by Patricia Polacco.

MOSAICS. Color white cardboard turquoise or aqua to make a typically Persian background. Draw a design on white construction paper. (Paisley, a rosette,bird, flower or a pitcher some Persian motifs.) Cut colored paper into small squares or other geometric pieces. Arrange the pieces nicely on the design and glue. Cut out the completed design and paste on the colored cardboard.

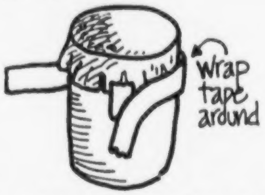
PAINT A MURAL OF THE WORLD'S PEOPLES. Use a continuous length of paper such as newsprint. Sketch your figures lightly in pencil so that their whole bodies show. Dress them in different styles of clothing. Traditional costumes vary considerably around the world, as do everyday clothes. Use paint or markers, colored pencils, or crayons. Be sure to use the correct hair styles, eye color, and skin tones.

PAPER FIGURE CHAINS. Carefully fold a long, narrow length of paper zigzag fashion. Sketch the outline of figures on the top layer. The illustration below shows how just half a figure is drawn on either side,their hands meeting in the middle. Cut along the outline of the figures, and carefully unfold the paper.

CARVE A CHOP. In Southeast Asia, a person's signature is stamped instead of written, using a personal seal known as a chop. The chop is inked and an impression made wherever a signature is required. You can make a chop from an art eraser. An X-acto knife works well for carving a design. Ink your chop with printmaking ink or paint. Use it to stamp your "mark" on drawings, letters to friends, even homework.

FAMILY CREST. Design a crest or emblem for your family. Think about the meaning of your last name, or illustrate a line of work many in your family have entered. Picture a country a grandparent came from, or something from a culture that is important to you.

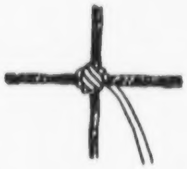
MAKE A DRUM. Drums are the most important instrument in many African countries. Make a drum from a container such as clay flowerpot or empty round oatmeal box, a paper grocery bag, and paper tape. Cut a circle from the bag about 4" bigger than the container's open end. Dampen the circle and tape it in place. Once the paper dries, the drumhead will be nice and tight.

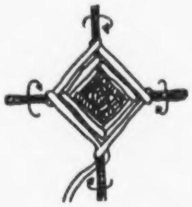


PAPER AIRPLANES. The Chinese both invented paper and the art of folding it. Look for patterns in a number of books on the craft. Have a contest to see who's will fly the farthest.

BIRTHDAY BANNER. In Denmark, the national flag is used as a decoration on birthdays. Flags are hung from windows and porch railings. Design your own flag or banner to proclaim your birthday. Choose some symbols that are important to you, write Happy Birthday in another language. Can be made from paper or felt.

OJO DE DIOS. God's Eye is an ancient symbol made by the Huichol of Mexico. The central eye is made when a child is born, each year a bit of yarn is woven around the sticks, until the child turns five. Use two straight twigs,(popsicle sticks) and a selection of colored yarns. Cross the sticks and lash them by wrapping yarn over them diagonally.Continue by wrapping it completely around the spokes. Do the same on each of the spokes.



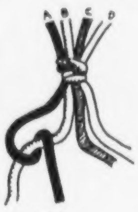


TOY VEHICLES. Boys in Haiti create vehicles from vegetables and fruits , using sliced oranges to make wheels for a car made from a whole papaya.

FRIENDSHIP BRACELETS.

Cut four 24" (60 cm) strands of embroidery floss, each in a different color. Make an overhand knot 8" (20 cm) from one end, and tie to the back of a chair.

Assigning letters to the strands as shown, hold A and B in your two hands. Wrap A over and under B, pulling the end of A through the loop with your right hand (1). Holding B taut in your left hand, pull up on A, tightening it into a knot (2). Repeat, making a second knot with A over B.



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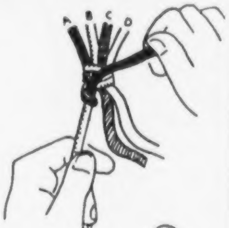
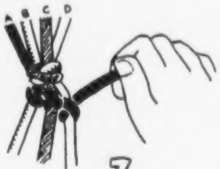


2

Drop B and make two knots with A over C. Drop C and make two knots with A over D. This completes one row (3).



3

Make the second row by knotting B over C twice, B over D twice, and B over A twice. Continue in this way until the bracelet is the desired length; tie an overhand knot. Leave enough floss at both ends to tie the bracelet into a circle; trim away any extra.

DECORATE GOURDS. Use dried gourds. Wash with a scouring pad and water,let dry. Cover the gourd with black crayon, pressing hard to coat it thoroughly. Smooth the coating with your palm or a soft rag. Scratch designs in the crayon with a nail. The shape of the gourd may suggest certain designs, or use geometric designs

BOX ELEPHANT. Cover boxes with newsprint. Paint feet and face, add ears and trunk.

PAPER CUP SNAKE. Use as many paper cups as you choose, punch a small hole in the bottom of each cup and string them together. Tie a knot in the string before and after each hole to space your long, slinky snake evenly. Glue on a face or any other features.

HAT DAY. Study hats belonging to the national costumes of different countries. To celebrate Hat Day, make one of these paper hats.

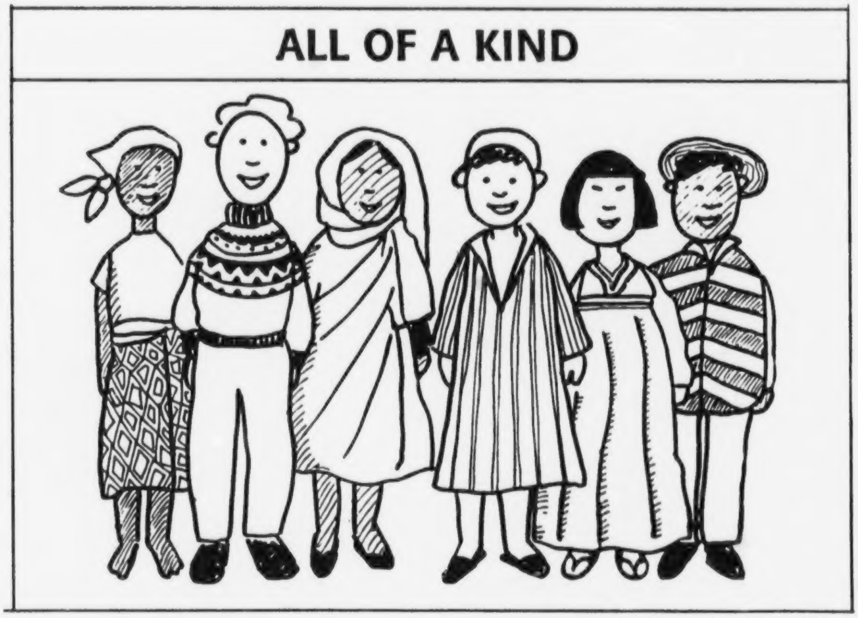
Soak heavy yarn in starch and form letters of child's name on wax paper or plastic wrap while yarn is wet. When dry, letters can be pinned to a bulletin board.

IGLOO. Glue marshmallows together on a paper plate to create an igloo.

DIORAMA. Make a revolving diorama of one of Grimm's tales which your children have illustrated. You'll need a shoebox, 2 dowels, drawing paper taped together or computer paper.

HUMMING FLUTE. With a pencil, punch about 4 holes in the side of a cardboard tube. Paper towel tubes or wrapping paper tubes are best. Cover one end with a piece of waxed paper held in place with a rubber band. As you hum a tune in the open end, move your fingers over the holes.

BUTTONS. Cut circles from colored cardboard. Write a message with a marker. Tape a safety pin to the back of the circle. Pin the button to your clothes for everyone to see. These could be



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GAME

ADAM HAD SEVEN SONS
GERMANY

1. Have children form a circle around a child who has been chosen to be "IT". Everyone chants the verse below, and on the last line the children all have to do what "IT" (the child in the center) does. For example, "IT" can pretend to be a leaping frog, or walk backwards, etc. "IT" can also quickly change from one action to another.

2. After a short time, choose another "IT" and repeat the game. If you have time continue play so all children get a chance to be "IT."

> Adam had seven sons,
> Seven sons had ADAM.
> The seven sons were
> cheerful and glad
> They did just as ADAM bade.
> "All do as I do," said Adam.

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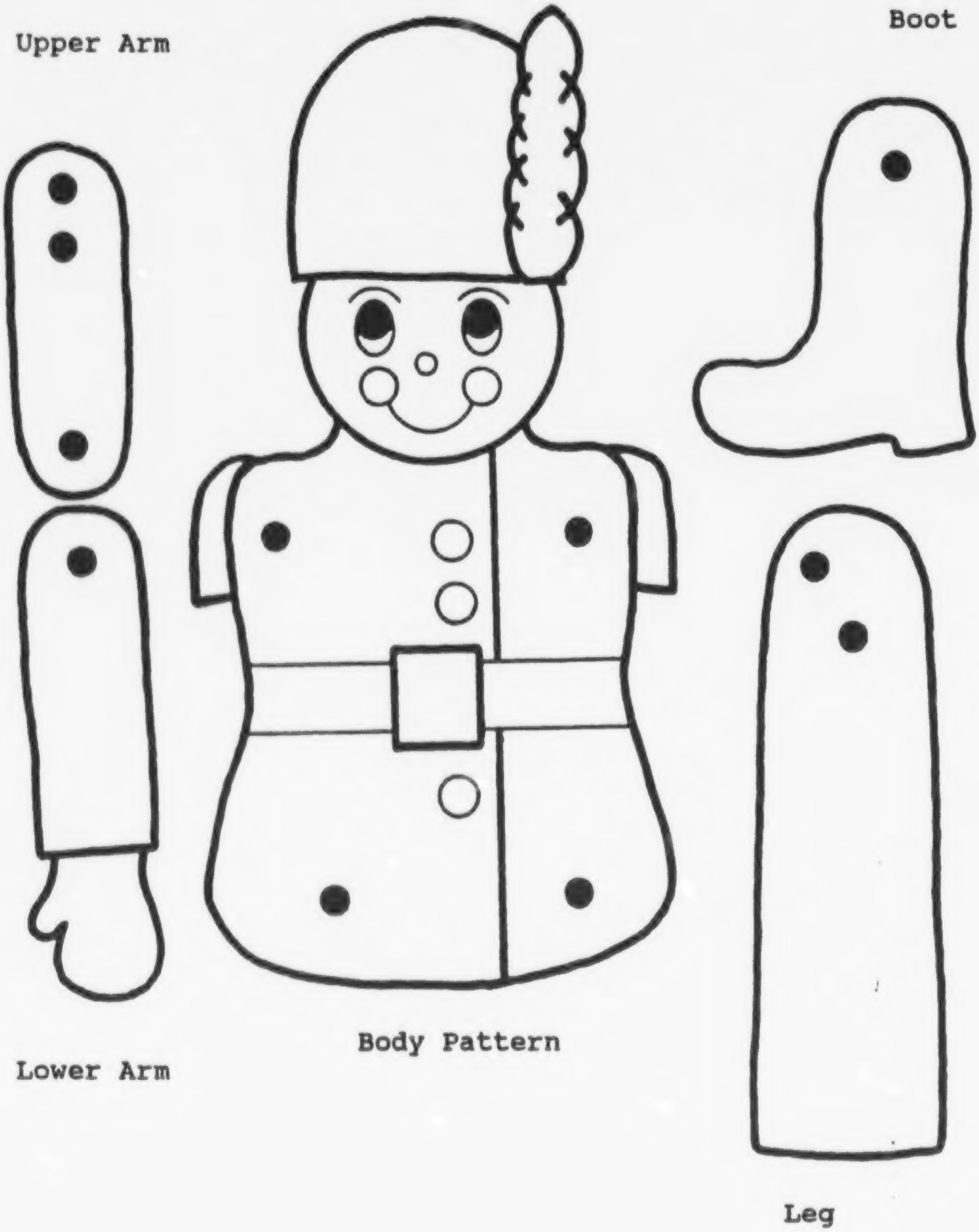
Upper Arm
Boot
Body Pattern
Lower Arm
Leg

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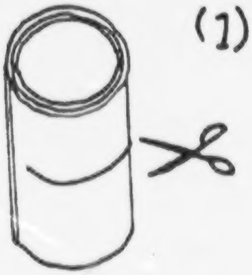
Craft:

Lei, Hawaii

Use a piece of adding machine tape, 5 feet long, or cut strips of newspaper, 3 inches wide. Tape strips together until you have one long strip 5 feet long. If desired, you can color the strips of paper.

Roll strip up loosely. The hole should be about 2 inches wide. Cut the roll almost through (1). When you have made the cut, make the roll round again, if it was flattened out. Bend roll apart. Find ends of strip and pull up (2). Keep pulling strips until you have a long lei (3). Staple or tape ends together for your lei necklace.



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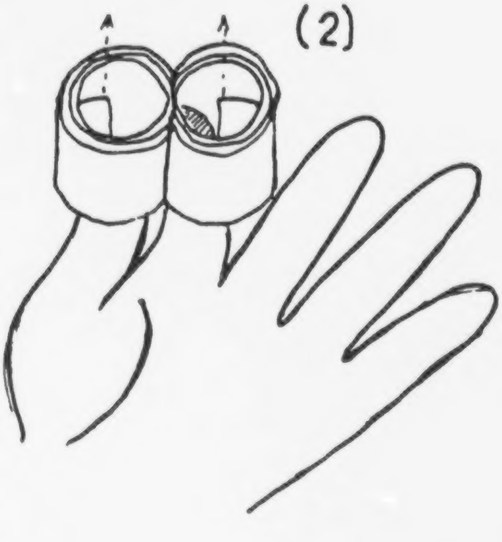

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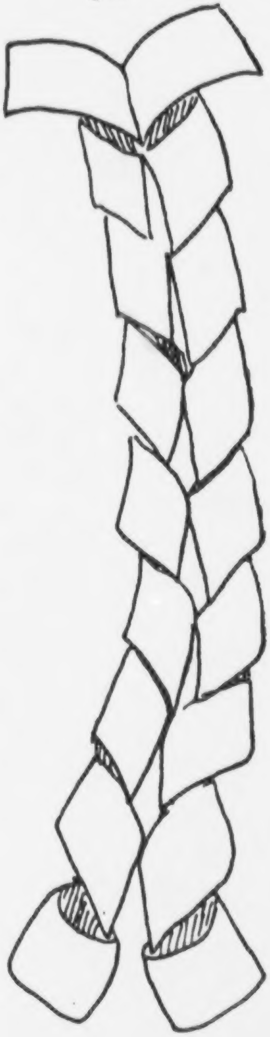

(3)

In Hawaii and Samoa, a garland or necklace of flowers is hung around the neck of a friend to greet him upon arrival or as a token of farewell when he leaves. All over the Hawaiian Islands, May Day is celebrated as "Lei Day."

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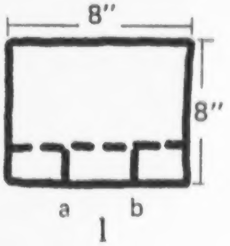
- Make royal crowns from tagboard. An article on the British crown jewels can be found in *National Geographic*, July 1977, pages 4-7.

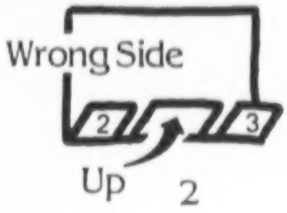
Easy-to-Make Costumes

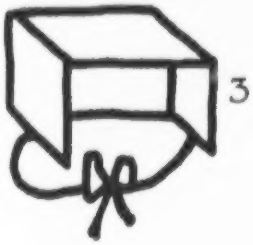
Scandinavian Hat

Materials. Construction paper or duplex crepe paper or felt or fairly stiff fabric, scissors, ribbon or string, a stapler or needle and thread, a tape measure or ruler, a pencil, and chalk.

- Cut material 16" by 8"; fold in half to 8" by 8". With fold at top, measure, mark, and draw a dotted line across piece 2½" up from bottom edge. Mark point A on bottom edge, 2" from left side. Mark point B on bottom edge, 2" from right side. Cut a straight line up from point A to dotted line; cut a straight line up from point B to dotted line.
- Place folded piece flat, right side up, and decorate with crayons, paints, and so on. Then place folded piece flat, wrong side up. Fold up center flap, then pull side flaps up and toward the center, overlapping them and covering center flap to make a closed, square end. Sew, staple, or glue all flaps together.
- Add ribbons or strings at sides to tie under chin.





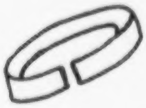
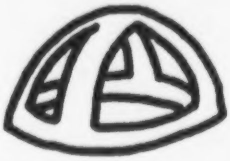
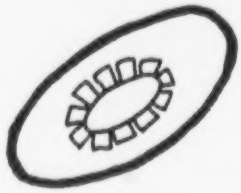
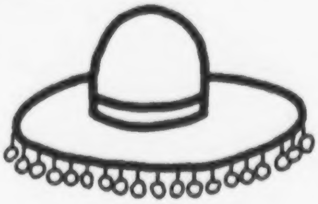


Mexican Hat

Materials. Construction paper or flexible cardboard or stiff fabric, heavy-duty tin foil or felt or fabric, tape measure, scissors, stapler or needle and thread or glue.

- Measure with tape measure around head just above ears. Add 2" for overlap fastening to determine total length. Cut strip of material 1½" wide by desired length. To fasten, wrap around head, overlap for snug fit, and staple or sew overlapped ends together.
- Cut two strips of material ½" wide by 14" or 16" long. Staple or sew ends of bands to hatband, making a cross as shown. Try cap on; it should sit comfortably, well down on head.
- Cut two 16" (or larger) squares of heavy duty foil. Set cap upside down on the two layers of tin foil and pull foil up and cover bands with it. Press foil over cross strips while supporting cap inside and out with hands. Try not to crush in or flatten cap. Pinch foil edges flat and round out cap.

- For brim, cut a 15" cardboard circle. Cover both sides of circle with heavy duty tin foil pressed on. Overlap and flatten foil on edges.
- Set foil-covered brim flat on table. Center basic cap over center of circle; holding cap steady with one hand, lightly draw around its outline with the other hand. Remove cap from brim. Measure and mark a second ring 1" inside drawn hatband ring. Cut out inner circle. Cut 1" deep 1" wide fringe all around inner circle up to original hatband ring. Fold fringe over onto brim so that it stands up.
- Set cap down over fringe; reach inside and tape fringe to inside of cap hatband. Spray cap brown or other desired color. Fringe may be added around brim.

German Laced Bodice

Materials. Felt, paper punch, shoestring or preferred cording.

- Cut material 9" wide by waist measurement plus 2". Fold in half lengthwise and seam. Punch holes, evenly spaced with paper punch. Thread with shoestring or cording.
- The bodice is to be worn over a white blouse and gathered skirt.

Mexican Serape

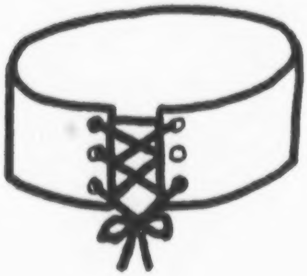
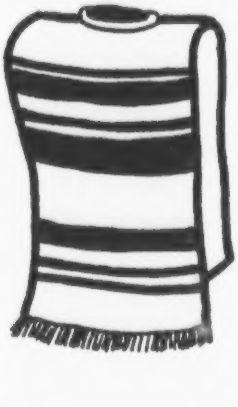
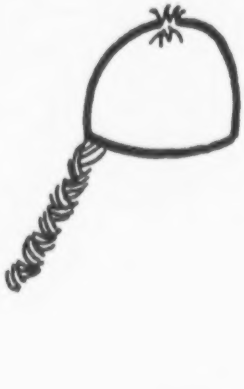
Materials. Strips of solid colored materials of desired width, needle and thread.

- Sew strips of equal width material together to desired length. Hem raw edges. Sew ball fringe to each end if desired.

Oriental Headpiece

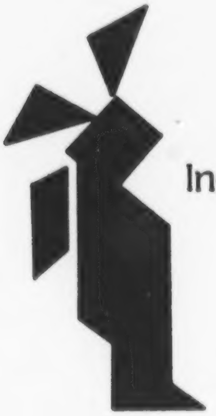
Materials. Black crepe paper, old nylon stocking, rubber bands or string, scissors, stapler or needle and thread.

- Make a skullcap out of a tube of black crepe paper gathered with rubber bands or string, then trimmed with scissors.
- To make pigtail, cut an old nylon stocking lengthwise from the foot and braid. Attach to skullcap.

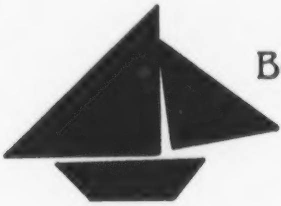




Chinese Tangrams

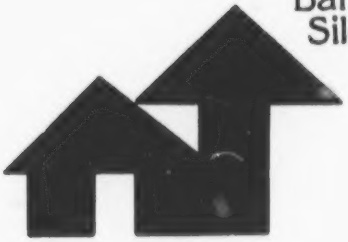
Materials. Cardboard that is black on both sides, or any dark solid color.
Reference. *Crafts and Toys from around the World* by Arden Newsome (Messner, 1972).
Directions. Trace the pattern shown on page 38 onto cardboard or poster board. Carefully cut square apart on all the penciled lines to make the seven tangram pieces. Select one of the designs shown or create a design of your own. All seven pieces must be used without any overlapping. Try to put the seven pieces together again to make a square. Hint: Sample designs should be handed out to children. Have them try these first. This is really harder than it looks. Great for adults, too.



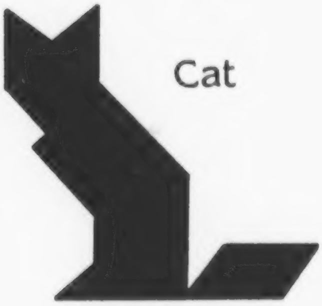
Indian



Boat

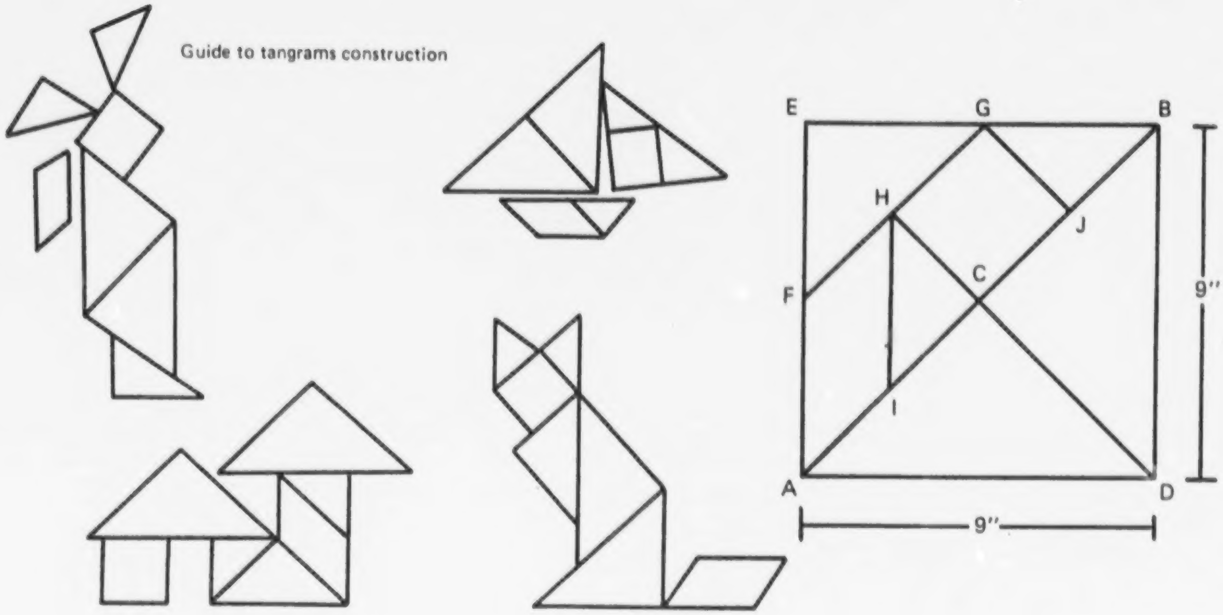


Barn and Silo



Cat

Guide to tangrams construction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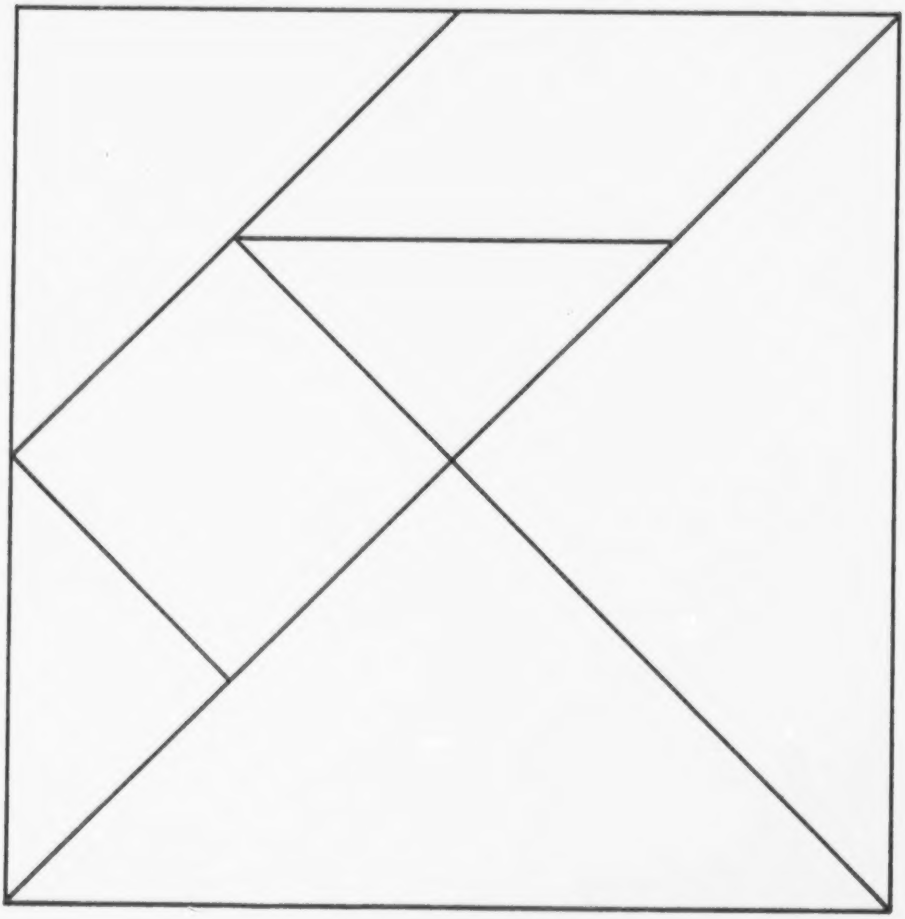
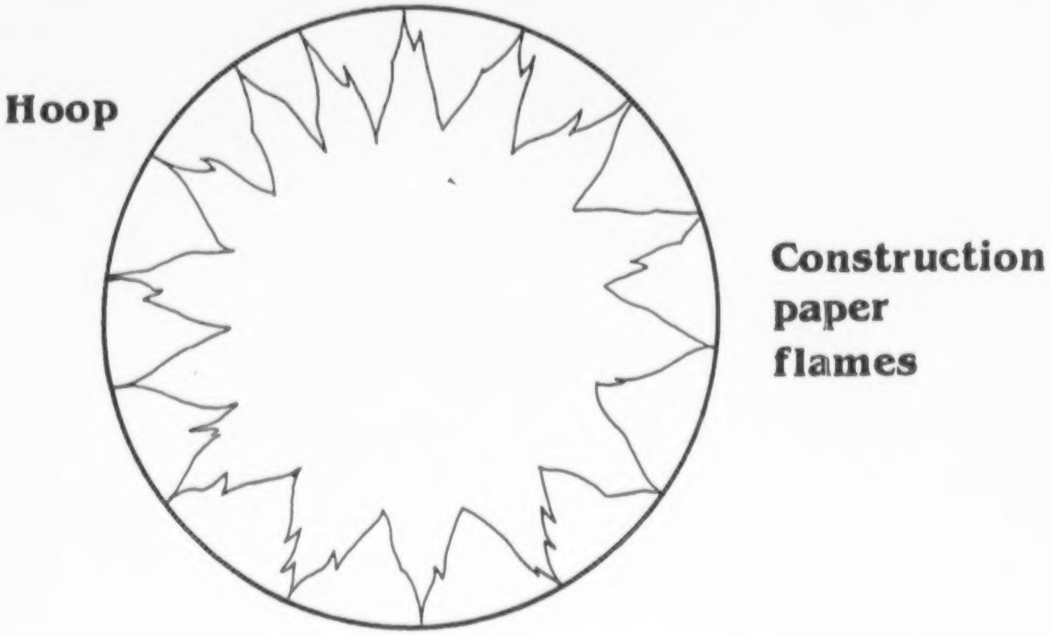


German Flaming Wheel Contest

Materials. Hula hoop or barrel hoop; red, orange, and yellow construction paper; masking or cellophane tape; pencil; scissors; prizes (optional).
Reference. S. Purdy's *Festivals for You to Celebrate* (Lippincott, 1969).
Group size. Small or large. Small group could run individual races, large group could run relay or team races.
Directions. Cut red, orange, and yellow flame-shaped pieces of construction paper about 4" long, tapering to a bottom width of about one inch. Cut as many as needed to cover inside of hoop when placed side by side.

Tape bottom of each flame to inside of hoop. The hoop should have a rolling surface free of tape, and flames should all stick out on one side, leaving a clear opposite edge for runner to run next to.

Each contestant or team rolls hoops toward finish line when signal is given. Whichever hoop reaches the finish line first, having remained upright throughout the course, wins. Hoops which fall during the race are disqualified. Or if they fall in a relay-type race, they must start over. The winner receives a round prize such as donuts, bagels, pretzels, or a "round book" (record).
Problem. Can enough hula hoops be found? What else could be used—tires, inner tubes, lamp shade frames, bike wheels?



Mexican Clay Pottery

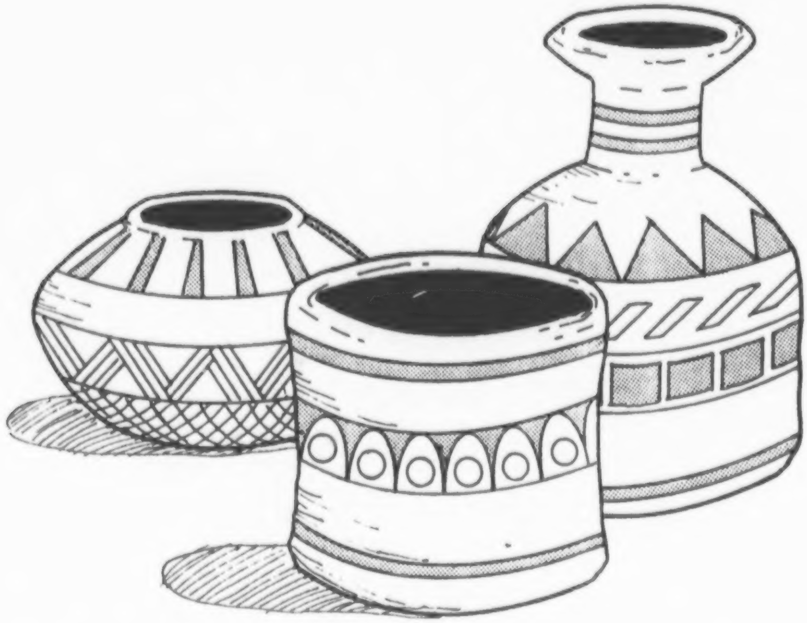
Materials. 20 drops of food coloring, 1½ cups water, 4 cups flour, 1 cup salt, cookie sheet, shirt cardboard, tin foil.
Time. 15 minutes to make dough, 20 minutes preparation time for children, 2 hours baking time. This is a two-day project.
Reference. Bernice Chesler's *Do-A-Zoom-Do!* (Little, 1975).
Group size. 15 is good, ten is better.
Directions. Mix the food coloring with 1½ cups water. The water should be a good, deep color. Put flour, salt, and water together in large bowl. Mix.

The dough should be stiff, but if it is too dry, add a few drops of water. Be careful!

After dough is mixed well, divide it among the children. This amount of dough should make six to eight mini bowls or pots. Let children shape them as desired. They should have shirt cardboard covered with foil to work on.

Bake completed pots at 250° for one to two hours. Children can paint them with acrylic paints when they are cool.

Note. With the same recipe, children can make a clay mobile.



Scandinavian Mazes

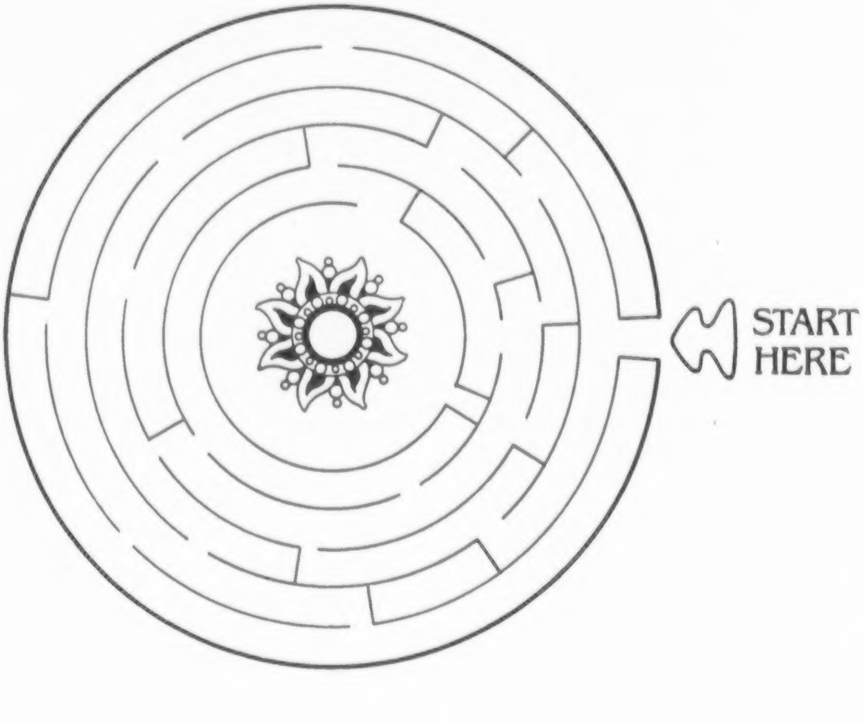
Materials. Paper, pencils or pens, some mazes you make ahead of time for young children.
Time. An hour or as much time as you wish.
Reference. Susan Purdy's *Festivals for You to Celebrate* (Lippincott, 1969).
Group size. Large or small.
Directions. This is an early midsummer rite, part of the ritual worship of the King god, such as the sun, who was concealed in the center of the maze.

Draw an object in the center of a piece of paper—a sun, tree, bird, or other figure. Surround the object with a wall, leaving an open space or door.

Draw a second wall around the first, creating a hall. Leave an open door in this wall, too. Not too close to either open door, draw a line across connecting the two walls and making one blank wall. This is the teaser, into which a player will bump when trying to find the open path to the center.

Add a third wall. Follow the procedure above, leaving an open door and at one point drawing a blank wall across the new hall.

Prizes can be awarded to the person who solves the maze most quickly or who makes up the most difficult or unusual maze. If you have room outside, make mazes out of branches, stones, or a string line.

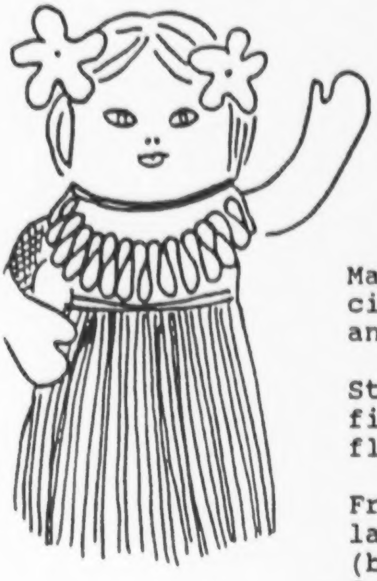


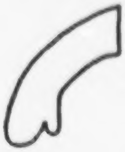
raft:

ress cardboard rolls to represent people from islands.

awaii

Hair: Fringed crepe paper or yarn. Add tiny flowers.





Cut and glue arms.

Paint roll features.

Make lei from small circles of crepe paper and thread.

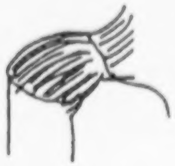
Stretch circles with fingers to make fluffy.

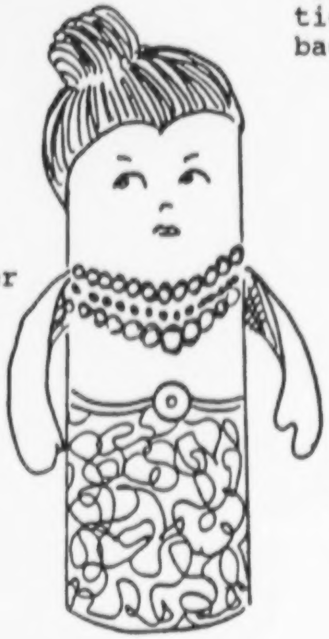
Fringe several layers of crepe (bright colors) for skirt.

Borneo

Glue or tape cottor in top of roll.

Glue on yarn and tie into bunch at back of head.



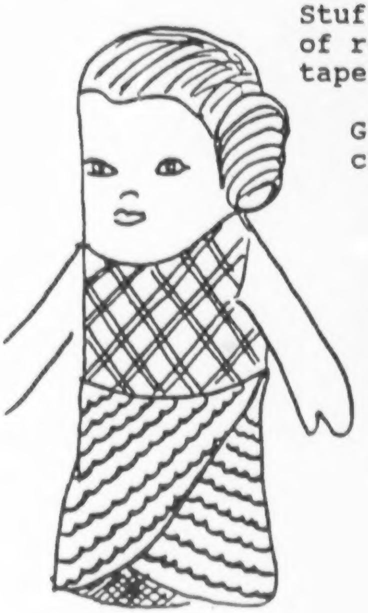


Paint roll and facial features. Cut and glue on arms. Add materi or paint dress. Glue on tiny row of beads.

umatra

Stuff cotton into top of roll. Secure with tape.

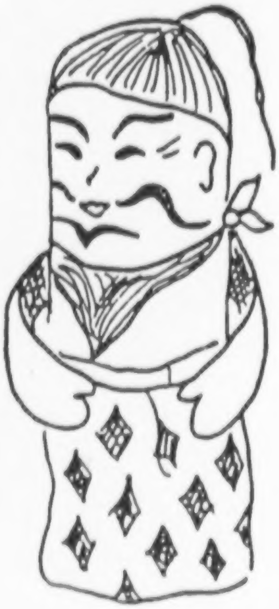
Glue on yarn or crepe paper strips.



Paint design costume on roll or glue on bright scraps of material.

Java Court Clow

Paint roll. Pai face with brigh designs.



Hat: String or yarn stocking. Tie yarn into stocking part and turn insid out and glue t roll.
Cut and glue arms to roll. Tie scarf (pie of bright material) arou roll. Tie on glue on bright printed piece material.

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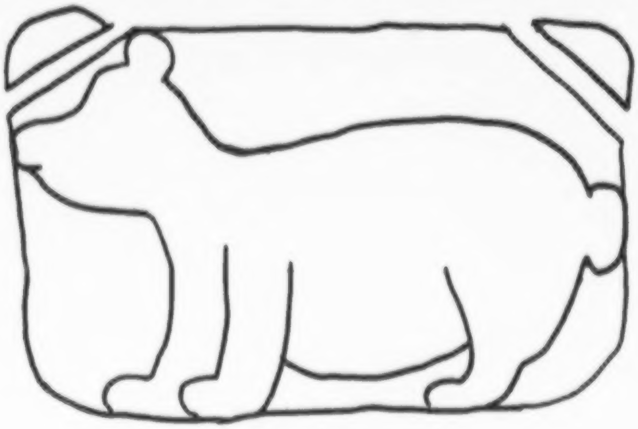
SOAP SCULPTURE

Needed:
- Bar of soap
- Butter knife
- Old ink pen or pencil with dull point
- Water and wash cloth

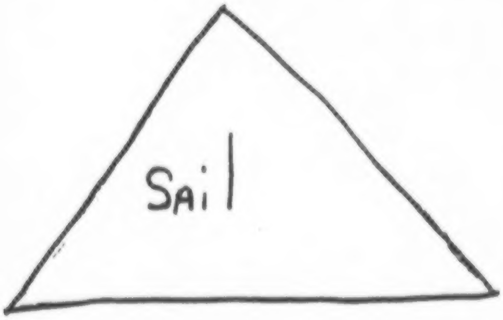
This is a good project for older children. On a bar of soap, draw an outline of an animal or the object to be carved. Carefully use the butter knife to carve out the shape. Wet the wash cloth and rub it over the carving to smooth the edges.

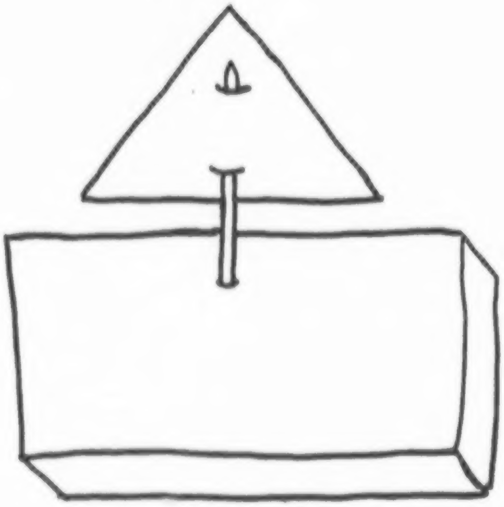


SOAP BOAT

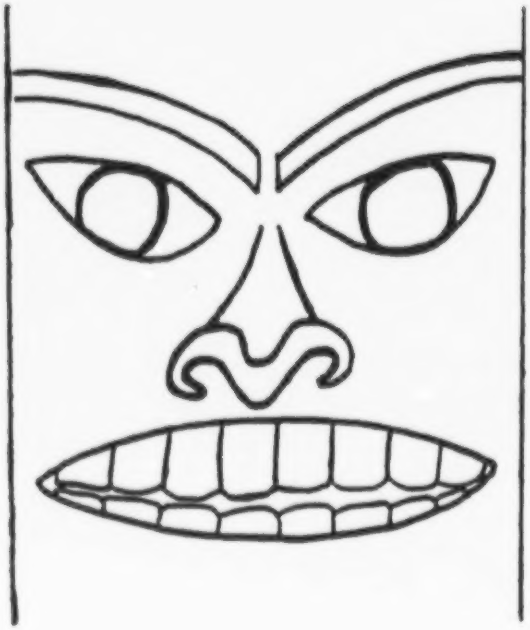
Needed:
- Bar of Ivory soap (because it floats)
- Toothpick
- Sail

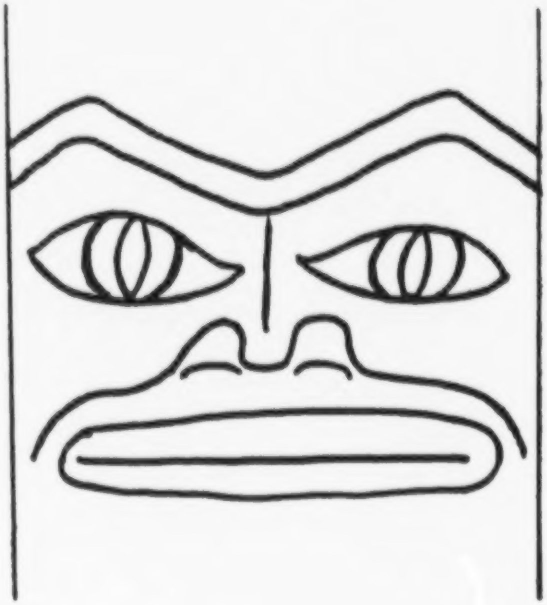
Put the toothpick in the center of the sail by going in one side and back through the other. Leave the sail at the top of one end of the toothpick. Put the other end of the toothpick in the center of the bar of soap. You're ready to set sail! Very good project for younger children.

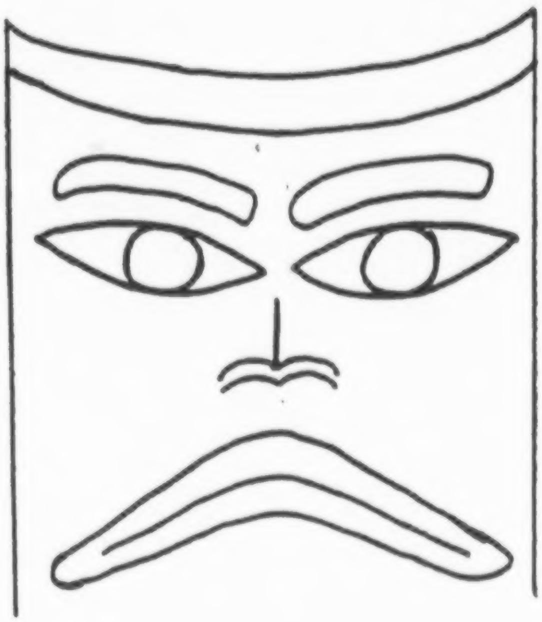


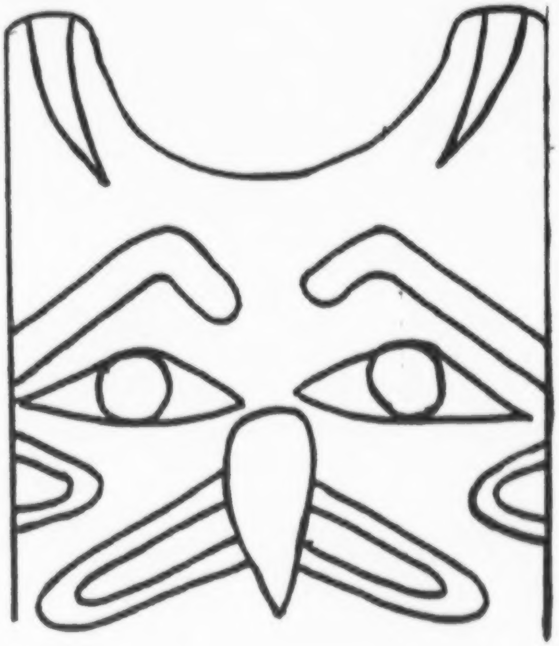


TOTEM FACES



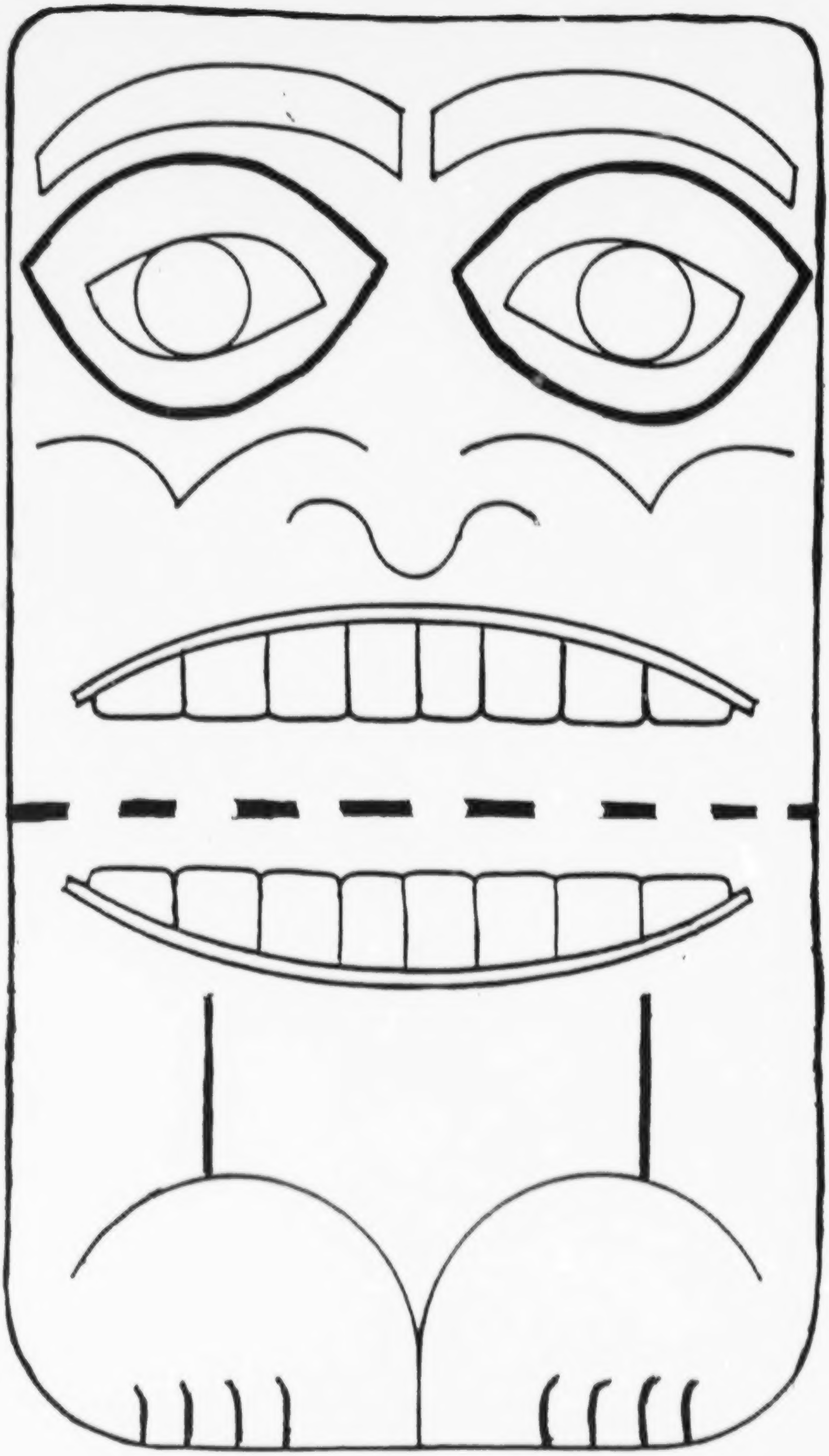




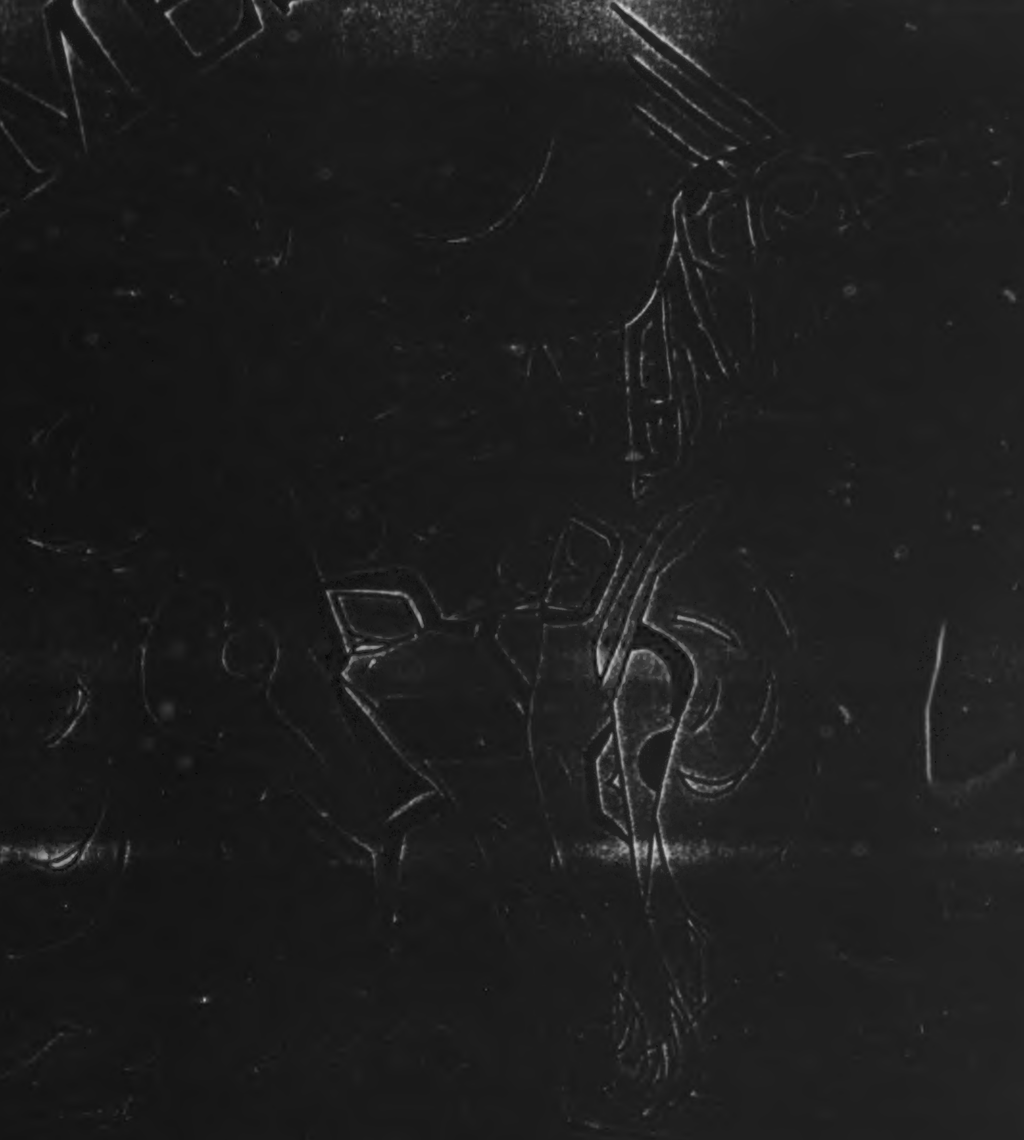


Craft: INDIAN TOTEM MASK PAPER BAG PUPPET

Have children color and cut out mask. Paste or glue the top part of the mask to the paper bag where the bottom folds back to the bag. Cut the mask in half at the dotted line and paste or glue the bottom half to the bag right under the top half of the mask. When finished, the child should be able to put his or her hand in the bag and make the mask move as a puppet.



GAMES



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GAMES AND DANCES

CHARADES.(France) Act out many different folktales, songs, and fairytales.

HOPSCOTCH. Hopscotch , a favorite game for many was not invented in Scotland. "Scotch" is a word from old English that means "mark". 2000 years ago Roman soldiers built cobblestone roads, making good patterns to hop on, the soldiers taught this game to children in the countries of Germany, France, and Britain. Make a large hopscotch on the floor of the children's room with masking tape. A good resource is HOPSCOTCH AROUND THE WORLD.

PIN THE KANGAROO ON AUSTRALIA. Using a world map fastened to the wall. Blindfold each player and let him carry his pre-taped kangaroo cutout to the target of Australia.

KANGAROO RACE. Run a race or relay race while holding a balloon between knees and hopping to the finish line. If you drop, burst or touch your balloon, back to the starting line you go.

A game that many children play has its roots in African music and jazz: it is a "call and response" pattern. Each child gets a number. Keep clapping, remember your number and say the rhyme correctly when you are called on.

Person 1. Number 3 stole the cookie from the cookie jar.
Person 3. Who, me?
Person 1. Yes, you.
Person 3. Couldn't be.
Person 1. Then, who?
Person 3. Number 5 stole the cookie from the cookie jar.
Person 5. Who,me?
Person 3 Yes, you (and so on)

STATUES. While music is playing you move around. When the music stops, freeze. Remain as still as a statue until the music begins.

SWAT THE MOSQUITO. Seat one player who is blindfolded and has a rolled up newspaper. Other players are the mosquitos and they tiptoe up to the swatter and buzz in his ear. They have to run away quickly before they're swatted. If hit, they are the new swatter. They can buzz only when they are next to the swatter. To read before hand: WHY MOSQUITOS BUZZ IN PEOPLES EARS.

GET THE RHYTHM. Players take turns being leader. The leader repeats this verse over and over:

"Everybody do this, do this, do this,
Everybody do this, just like me."

Each time he repeats it, leader makes a motion that the others follow.

DUCK, DUCK, GOOSE. Children sit in a circle. The player who is It walks around the outside of the circle, touches children on the head gently, and says "Duck". When he touches a player and says, "Goose," that player jumps up and chases the player is IT around the circle once. If IT is caught by "Goose," IT sits down. If IT isn't caught, he continues going around tapping players and "Goose" sits down. Read Mother Goose nursery rhymes, or tell the fairy tale, THE GOOSE THAT LAID THE GOLDEN EGG.

PIN THE FLAG ON THE WORLD. It's just like Pin the Tail on the Donkey, but you use a world map and paper flag instead.

EL PERIQUITO (LITTLE PARROT). All players are seated in a ring. One of them is chosen to start the game. He holds in his hand something small, such as a little stone. He turns to the player on the right and says very seriously, "Won't you buy this little parrot?" The other asks, "Does it bite?" The first answers, "No it does not bite." Then he gives the small stone to the player on his right. The new owner turns to the one on his right hand and asks the same questions of the third player: but when he is asked if the parrot bites he must not answer. He then turns to the first player and ask, "Does it bite?". When he receives the answer, "No" he repeats this to the third player and gives the stone to him.
The game goes on in this way, with the question "Does it bite?" being referred back from child to child, around the circle, to the first player for the answer. The answer is like wise passed from player to player back to the one who the holds the small stone. The one who forgets to pass along the dialogue or who laughs must pay or forfeit.

CRAB RACE. (Japan) To play this game, form two relay teams and set up goal lines. The first player leans backward, and moving on all fours (to resemble a crab) progresses to the goal line and back. The player then touches the next player who continues in the same fashion.

PEBBLE GAME. (Greece) Players stand in a line with their hands cupped slightly to make a narrow bowl. The player who is IT has a small pebble. A goal is selected about 20-30 feet from the line. IT walks down the line pretending to drop the pebble in each player's hands; at some point he really does drop the pebble into someone's hands, as inconspicuously as possible. The person who gets the pebble must run to the goal and back, without being caught by the other in line. The player who catches him becomes the next

IT, but if he remains uncaught, he himself is the next It. The player may run whenever he pleases, but it must be before It. reaches the last person in line. He tries to fool the others into thinking that he has not got the pebble, and the others of course, watch each other very closely to see who has it, so that they may be ready for the chase.

ANTELOPE IN THE NET. (Congo) Children form a circle around the child chosen to be IT (the antelope). IT runs and tries to break through the circle, IT runs and is chased by everyone until caught. The game begins again with a new IT.

CALL THE CHICKENS HOME. (Mexico) One child is the Mother Hen and is blindfolded. The other children are chickens. Mother Hen calls "chicky, chicky" as she chases and tries to catch the chickens. The "chick-child" who is caught is then the new Mother Hen and the game begins again.

CATCHING THE DRAGON'S TAIL. (China) The dragon is a line of children, each with their hands on the shoulders of the person in front of them. The first person in the row is the head and the last person in the row is the tail. When the signal is given, the head runs toward the tail and tries to catch it. The line (dragon's body) must remain unbroken. The minute anyone lets go of the person in front of hem or her, the dragon's body is broken and he dies and a new dragon must be formed. It the head touches the tail, he continues to be the head. If the body breaks before the head touches the tail, then everyone moves up and the second person in line becomes the head and person who was head becomes the tail.

THE HEN AND THE LEOPARD. (Cameroon) One child is the Mother Hen; another is the Leopard. All the other children are chickens. The chickens form a line behind the Mother Hen, each one holding the waist of the chicken front of him or her.The line of chickens sways as the Mother Hen chants "the leopard comes to catch you." The chickens reply"poor chickens, poor chickens." The leopard tries to get by the Mother Hen to catch a chicken; if he succeeds the chicken is out and the game proceeds until all chickens are caught.

WEB OF LIFE. This activity provides a good example of how each person in interrelated to the whole. Form a circle of children facing each other. Pitch a large bright ball of yarn from one person to another. Each person holds onto the yarn and then pitches the yarn ball to someone else. After everyone has a strand in their hand, one by one, wiggle your strand of yarn. The movements causes a ripple across the web. We are each woven into the web of life, dependent on one another. This activity can be used on any level: Families - Mom, Dad, child, Grandparent...community - Fireman, Banker, Grocery Person...world, China , Mexico, Nigeria, Canada... Cards May be pinned to each child and they will see that everyone is needed.

LEARN A FOLK DANCE. (Israel). The Hora is an easy dance for a large number of participants. Use a recording of Israeli music or any song with two beats per measure. (She'll Be Coming Round the Mountain.)

Form a circle, and join hands or hold onto each other's elbows or shoulders. Make the following moves while counting out the beats:

one and	Step to the left with left foot.
two and	Cross right foot behind left.
one and	Step to the left with left foot.
two and	Hop on left foot and swing right foot across in front of left.
one and	Step in place with right foot.
two and	Hop on right foot and swing left foot across in front of right.

Repeat these three measures over and over until the end of the song.

BALLET. The word ballet comes from the Italian Balletti. Ballet terms are all in French, and ballet is the pride of Russia. Have a ballet instructor teach the basic positions and terms. Have a ballet to illustrate a favorite character or folk tale. Show a film or video of a children's ballet.

FAMILY DANCE. Have parents and grandparents teach the dances that were popular when they were younger. Many popular dances originated in Central and South America, such as the Tango. For an all American event host a sock hop.

Kids everywhere play the same games--only the names are different. Cops and Robbers, for instance is known as Cossacks and Robbers in Russia.

Determine who is it. Japanese kids usually use a traditional method called Jan-ken-Pon. You may know this as a game for two players called Scissors, Paper Stone. Players hold one hand behind their backs and at the count of "1,2,3," bring their hands forward in one of the three positions shown. Scissors can cut paper (and so becomes the winner) paper can wrap around (and beat) stone, stone smashes the scissors (thereby winning.) To adapt this game into a method for determining who shall be it, the winner from the first match challenges a new player. The winner of each match plays against another player and so on. The final winner is it.

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Jump rope.

Jumping rope is something children enjoy doing all over the world. Just as in North America, kids take turns jumping and turning the rope, usually chanting to the rhythm of the rope.

What are some of the jump rope rhymes you know? Ask your friends from other cultures to chant (and translate) some of their favorites.

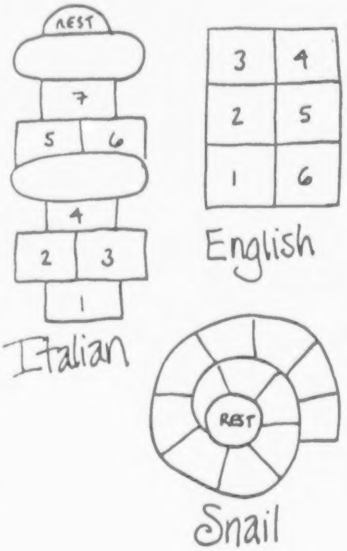
Double Dutch is a version of jump rope that originated in — you guessed it! — the Netherlands. Two long ropes are swung at the same time in opposite directions. You have to be sure-footed to jump this way.

In China, children play *tiao pi jin* (tee-OW pee zjeen), or "rubber rope." You may know this as Chinese jump rope. Two people stretch a long circular elastic rope around their ankles. The jumping players jump in and out of the ropes, sometimes catching them with their feet and crossing them. The rope is raised little by little to make the game more challenging.

Invent a hopscotch game.

Hopscotch is another jumping game played wherever a bare patch of ground or pavement can be found. There are literally hundreds of variations, some of which you may know yourself.

Why not invent your own rules and course for hopscotch? Here are some diagrams from around the world to give you some ideas.

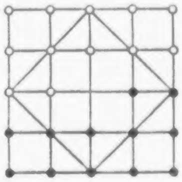


Burmese children play hopscotch in a squatting position, with their hands on hips.

Play *Alquerque*.

Alquerque (ahl-CARE-kay) is the Spanish name for an ancient board game that originated in the Middle East. For two players, it's one of many games where playing pieces capture one another by jumping. Can you think of other games played like this? If you said chess or checkers, you're right!

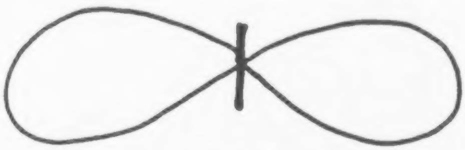
You can make your own *Alquerque* board by drawing the line design shown below on a 12" (30 cm) square of poster board (use a ruler for best results). Use checkers, buttons, or colored pieces of paper as playing pieces (12 per player), setting them up as indicated by the black and white circles.



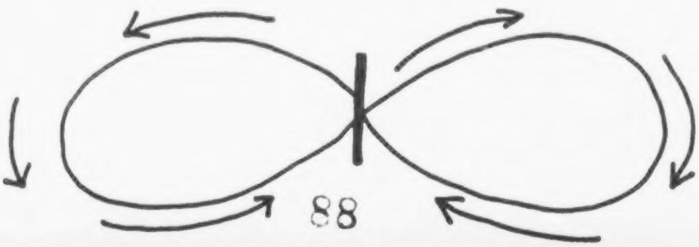
In Spain, the game is played like this: Pieces move along the lines one space at a time in any direction. You must jump and capture your opponent's pieces whenever there's an opportunity, otherwise your piece goes to your opponent. You may also make multiple jumps. The winner is the first to capture all of his or her opponent's pieces.

Game: Kicking Stick Game

Mark out a large figure 8 on the floor with masking tape. Place a short heavy stick where the lines cross.



This is the starting point and finish line. Have children try to kick the stick from the starting point to the finish line without the stick losing contact with the line. This can be timed to make it more challenging for older children.



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Deal a card game.

Some of the card games you may know originated in various countries around the world. Take War, for example, a game of chance that comes to us from France, where it was played as early as the 14th century.

This is a game for two players. Shuffle a deck of cards and deal them evenly between the two of you, face down. At the same time, turn over the top cards in your piles. The player with the highest card (aces are high), takes both cards and places them at the bottom of his or her pile.

If the players' cards are of equal value (both sixes, for example), each player places three cards face down, while counting, "one, two, three," and a fourth one, face up, declaring "War!" The player with the highest card takes them all. (If the turned-up cards are of equal value, "war" is repeated.)

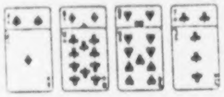
The object of the game is to win all 52 cards, something that can take a long time! You can set a time limit to the game if you like, and then count the cards to determine the winner.

Play Patience.

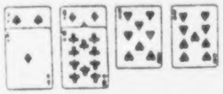
Here's one of the card games you can play by yourself, known as Solitaire, or in England, Patience.

Shuffle and deal four cards face up in a row. If there are any of the same suit, remove all that are lower than the highest in that suit (aces are high). Deal a new row of four cards on top of the first row. Continue taking away the lowest cards of matched suits. The object of the game is to be left with only four aces.

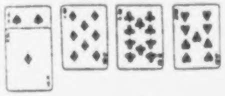
If removing a card results in an empty spot, fill that spot with a card from another column. Choose carefully! In the example below, both the 3 of clubs and the 7 of clubs may be removed because of the 10 of clubs.



It is best to move the 9 of hearts, enabling you to pick up the 8 of hearts.



Now move the 10 of clubs and pick up the 8 of diamonds.



Now you have a go!

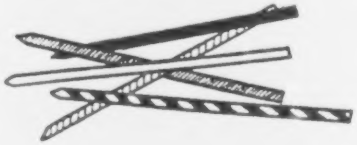
Make a set of spillikins.

Some indoor games require a degree of dexterity and coordination. Spillikins (as Pick-up-sticks is called in Great Britain) is one such game. Thought to have originated in China, this game is popular in many countries.

You can make your own spillikins set. You need 50 ⅛" (3 mm) dowels cut in 10" (25.5 cm) lengths, and waterproof paint in yellow, red, blue, and green. Sharpen both ends of each stick using a pencil sharpener. Paint 20 sticks yellow, ten red, five blue, three green, and two striped with red.

To start the game, mix the spillikins randomly and hold them in a bunch upright on a flat surface; then let them fall. Each player in turn tries to pick up one stick at a time without disturbing any others. If another is moved, his or her turn is over and the next player goes. Players picking up the red striped sticks may use them to help retrieve other spillikins.

The final scores are tallied using these figures: yellows are worth 3 points; red, 5; blue, 10; green, 15, and striped, 20.



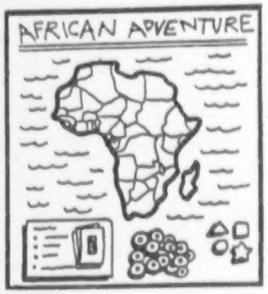
Invent your own game.

You may have thought of ways to improve some of the games you and your friends enjoy. Or maybe you have had some ideas for innovative games of your own. Now's your chance to make your own board game!

Be creative with materials. Sturdy cardboard can be painted or covered with decorative paper for the playing board (hinge two or more pieces together for compact storage). If you like to sew, stitch a game board from felt.

Have fun making the play pieces. You can use found objects such as nuts, shells, pebbles, and bottle caps. Or model tiny figures from bread "clay" (see March 4 for the recipe).

Make a three-dimensional board complete with stairs and ladders. This would certainly add an exciting twist to a "race" game!



Flag Identification

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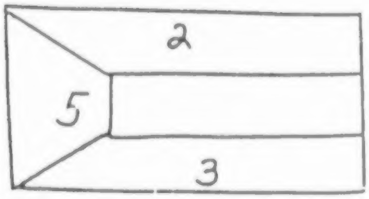

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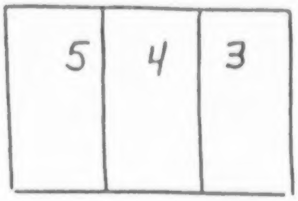

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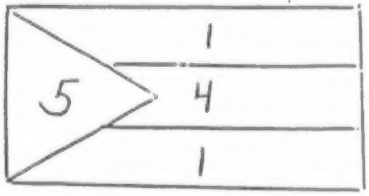

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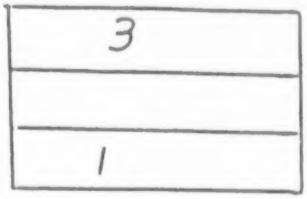

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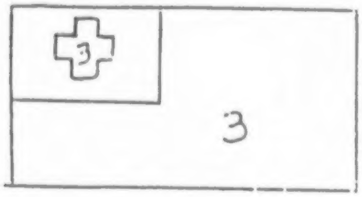

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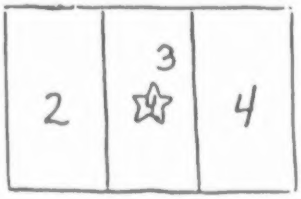

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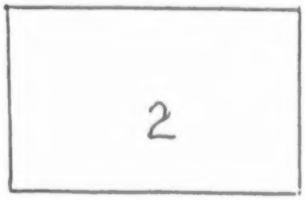

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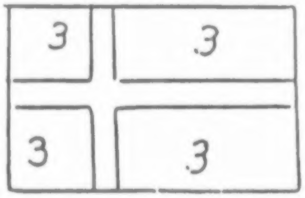

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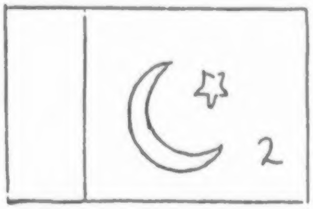

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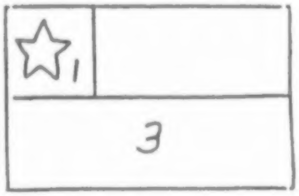

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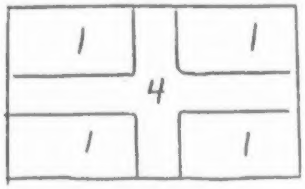

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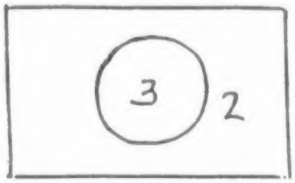

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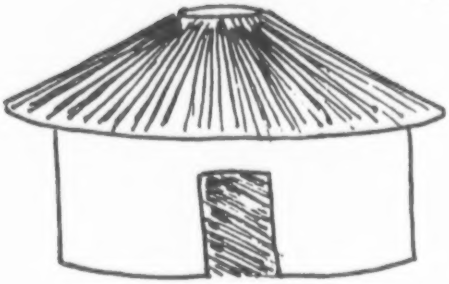
1. Blue 2. Green 3. Red 4. Yellow 5. Black

HOUSES AROUND THE WORLD
(where are they found?)



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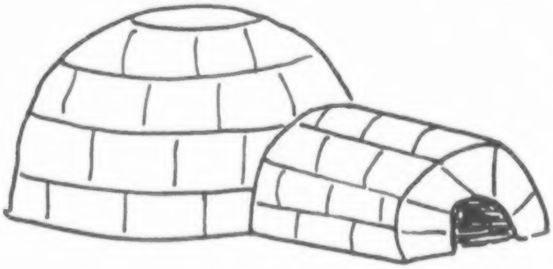

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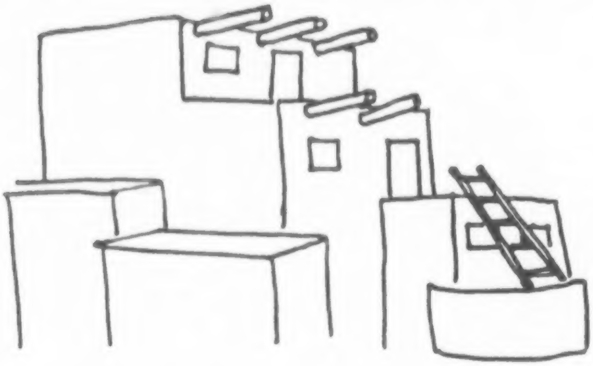

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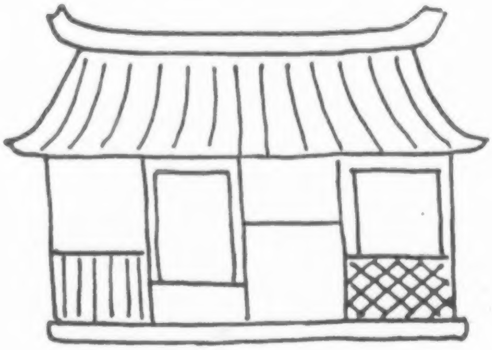

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Mix and match:

(Match the book with the country or area)

The very last first time, Andrews

Who's in Rabbit's house?, Aardema

Arrow to the sun, McDermott

A story, a story, Haley

The crane wife, Yagawa

The pair of red clogs. Matsuno

Village of round and square houses, Grifalconi

Three strong women, Stamm

Badger and the magic fan, Johnston

Doctor Coyote, Bierhorst

Flag Identification

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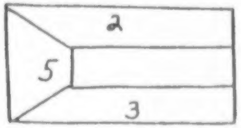
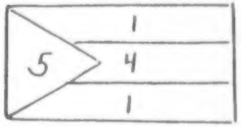
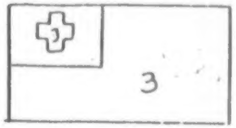


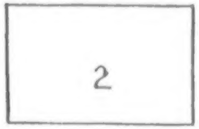
KUWAIT



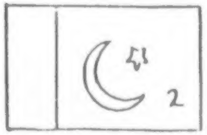
BAHAMAS



TONGA



LIBYA



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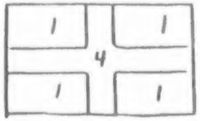
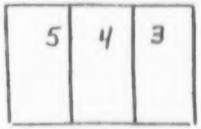
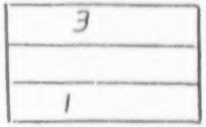


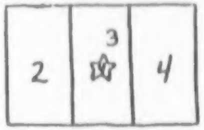
SWEDEN



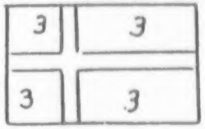
BELGUIM



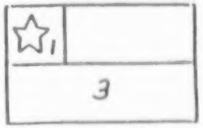
NETHERLANDS



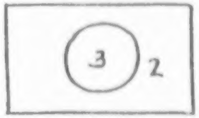
CAMEROONS



DENMARK



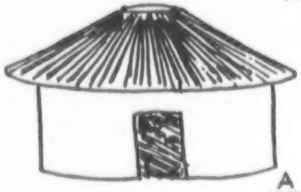
CHILI



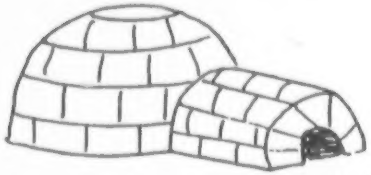
BANGLADESH

1. Blue
2. Green
3. Red
4. Yellow
5. Black

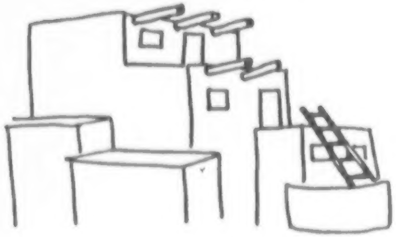
HOUSES AROUND THE WORLD
(where are they found?)



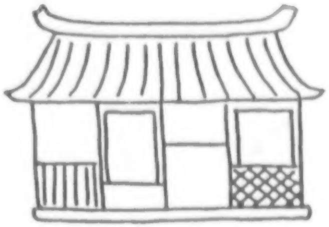
AFRICA



ALASKA



NEW MEXICO



JAPAN

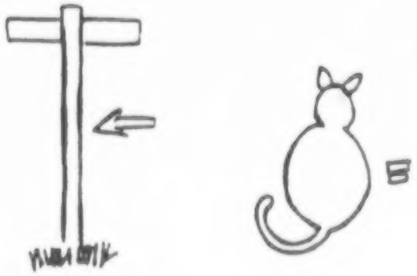
Mix and match:

(Match the book with the country or area)

The very last first time, Andrews	Alaska
Who's in Rabbit's house?, Aardema	Africa
Arrow to the sun, McDermott	New Mexic
A story, a story, Haley	Africa
The crane wife, Yagawa	Japan
The pair of red clogs, Matsuno	Japan
Village of round and square houses, Grifalconi	Africa
Three strong women, Stamm	Japan
Badger and the magic fan, Johnston	Japan
Doctor Coyote, Bierhorst	New Mexic

WILD ANIMAL REBUS

Below are five wild animal that live in various places around the world. Decode the rebus and then look the animals up in an encyclopedia to see what they look like.



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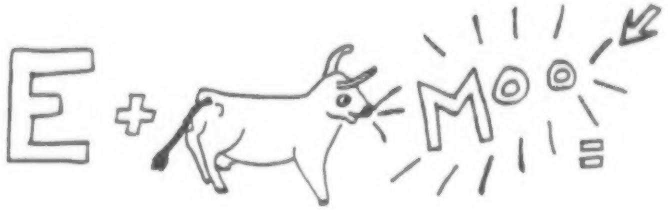

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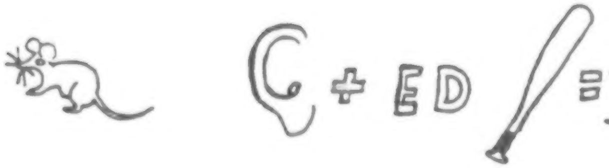

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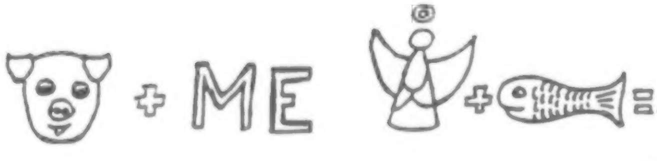
_ _ _



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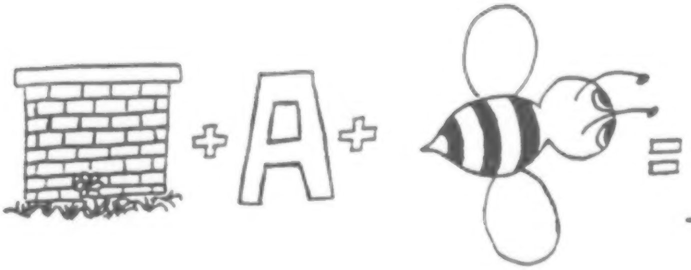

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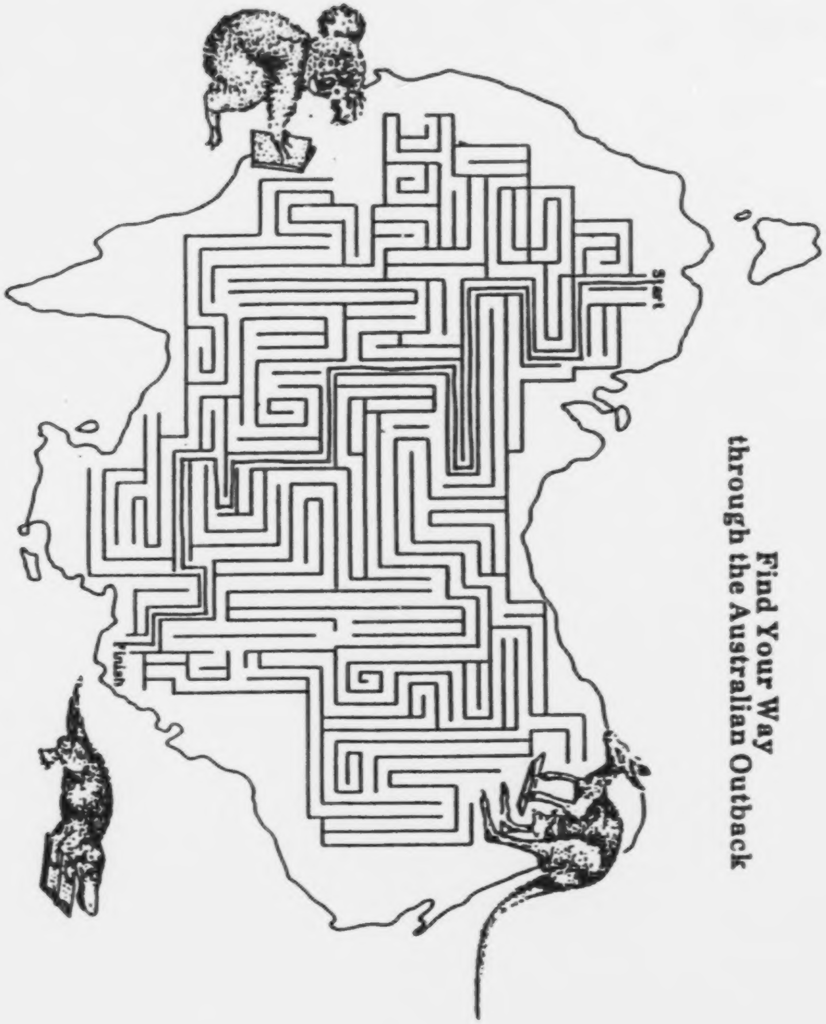
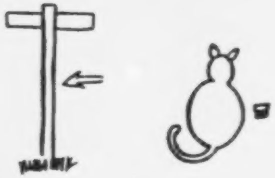


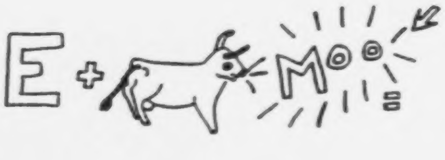
Find Your Way
through the Australian Outback

WILD ANIMAL REBUS

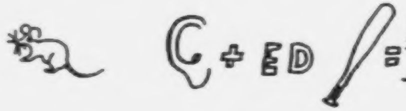
Below are five wild animal that live in various places around the world. Decode the rebus and then look the animals up in an encyclopedia to see what they look like.



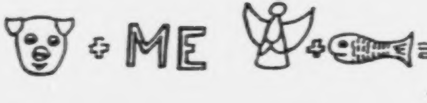
= POLE Cat



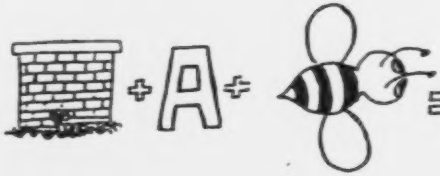
= Emu



= Mouse Eared Bat



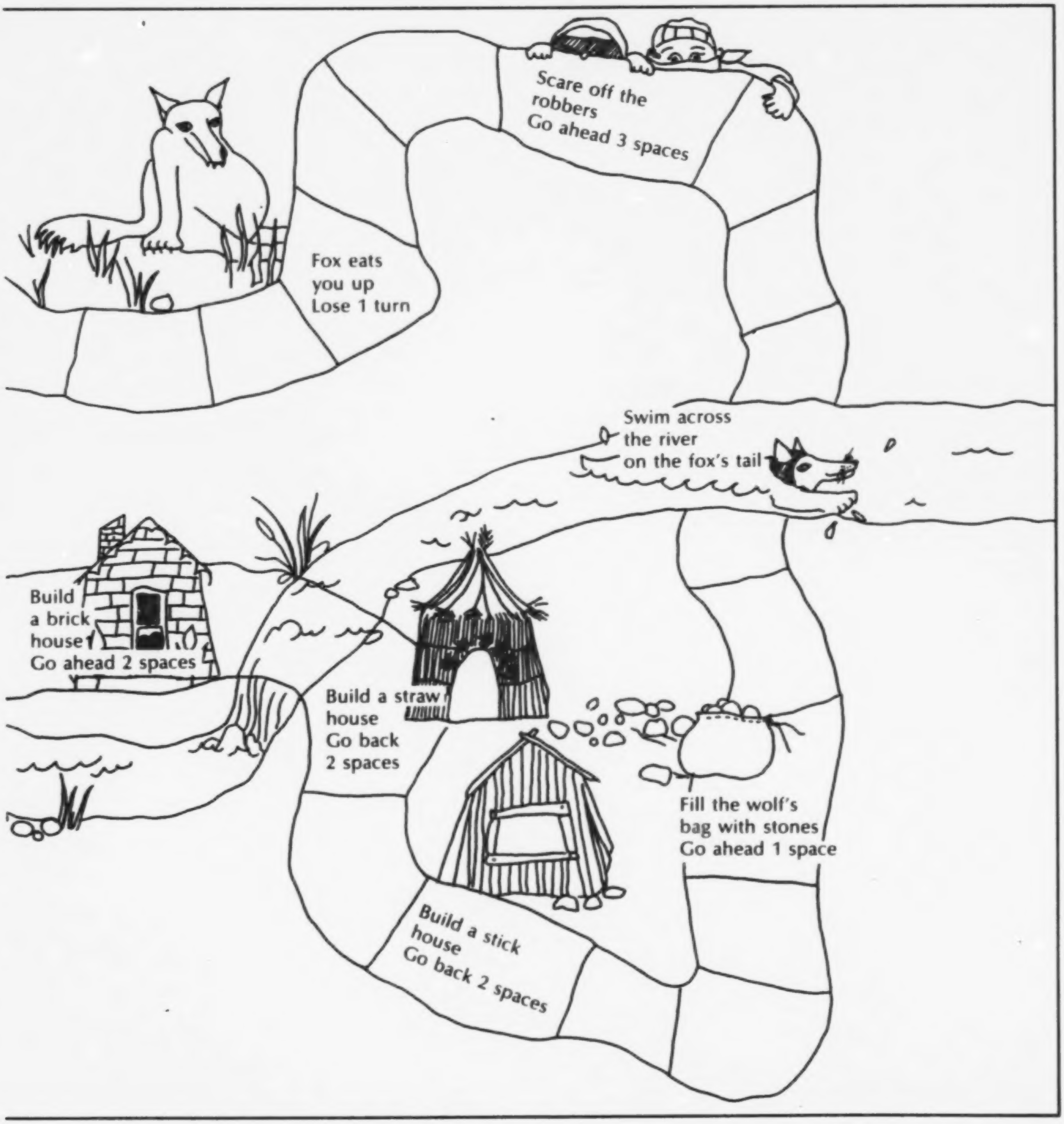
= Pygmy Angel Fish



= Wallaby

DIRECTIONS: NAME ______________________

Tape the two halves of the gameboard together.


Scare off the robbers
Go ahead 3 spaces
Fox eats you up
Lose 1 turn
Swim across the river on the fox's tail
Build a brick house
Go ahead 2 spaces
Build a straw house
Go back 2 spaces
Fill the wolf's bag with stones
Go ahead 1 space
Build a stick house
Go back 2 spaces

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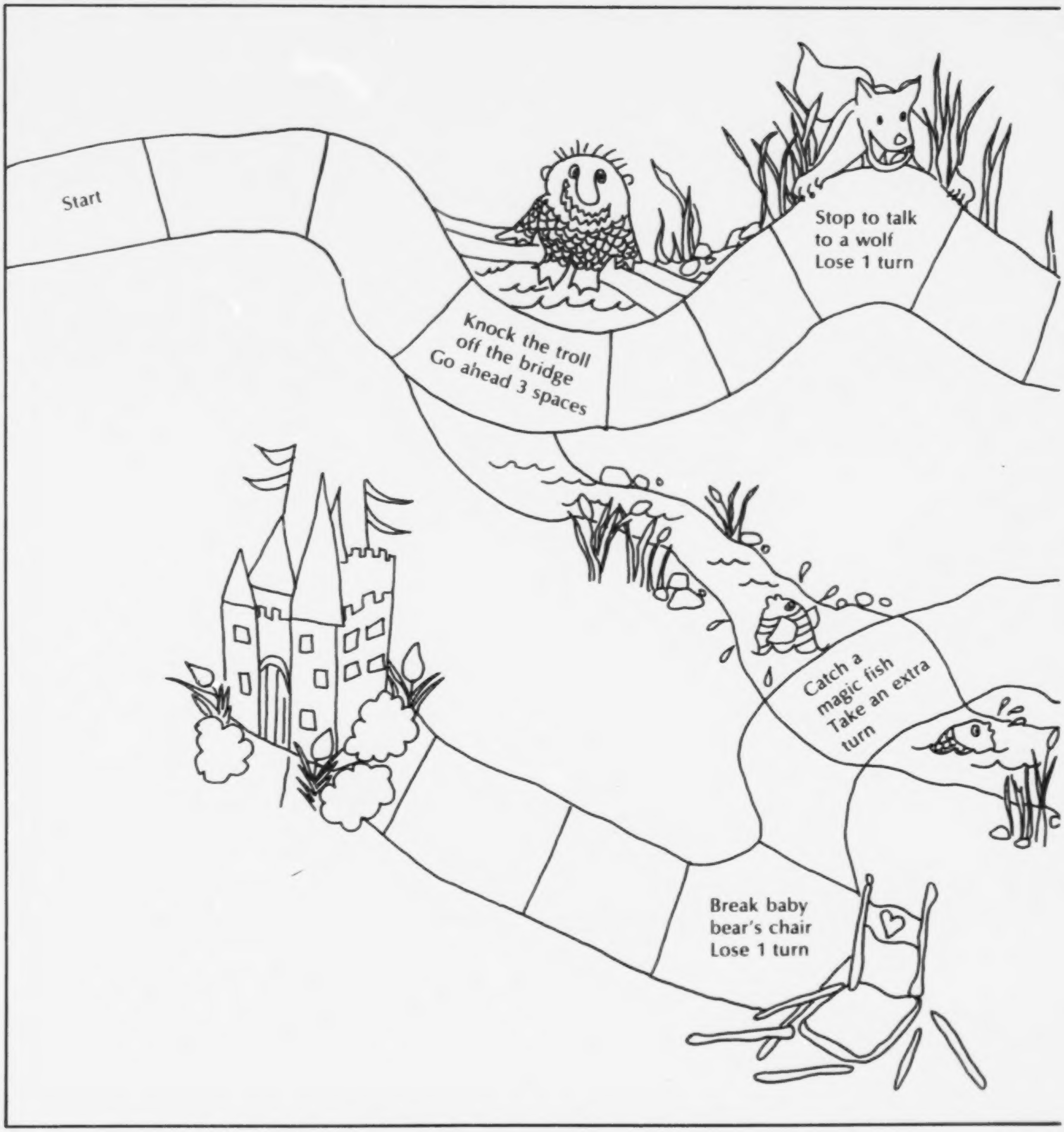
Activity 18

Tale Trail

NAME ______________________________

DIRECTIONS:

Use a die or a spinner to decide who should start and how many spaces to move. Make your own markers. First player to get to the castle wins!


Start
Knock the troll off the bridge Go ahead 3 spaces
Stop to talk to a wolf Lose 1 turn
Catch a magic fish Take an extra turn
Break baby bear's chair Lose 1 turn

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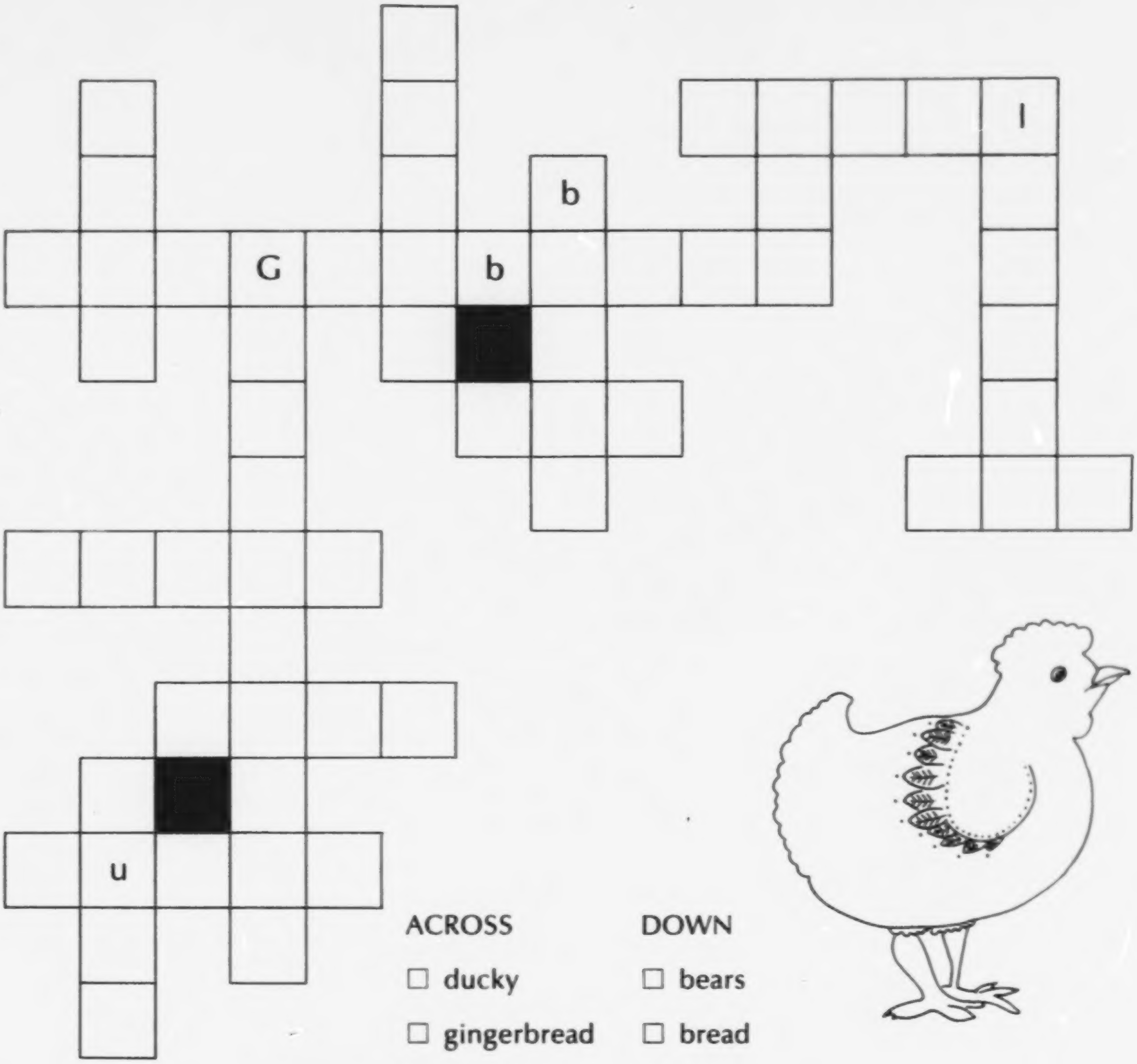
Activity 17

Folktale Crossword

NAME ______________________________

DIRECTIONS:

Write in as many words as you can. Color in the box after you have used the word.



ACROSS

☐ ducky
☐ gingerbread
☐ hen
☐ magic
☐ sat
☐ troll
☐ wolf

DOWN

☐ bears
☐ bread
☐ chin
☐ Goldilocks
☐ huff
☐ little
☐ red

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Activity 16

Folktale Match	Folktale Match	Folktale Match	Folktale Match
Folktale Match	Folktale Match	Folktale Match	Folktale Match
Folktale Match	Folktale Match	Folktale Match	Folktale Match
Folktale Match	Folktale Match	Folktale Match	Folktale Match

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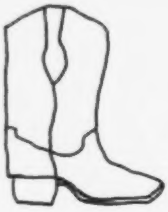
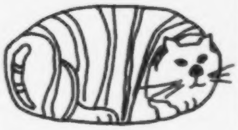
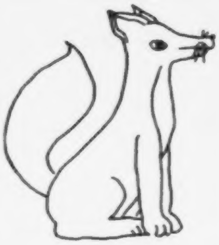
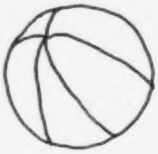
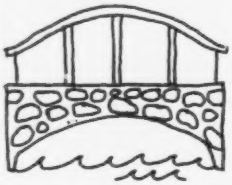
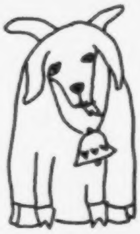
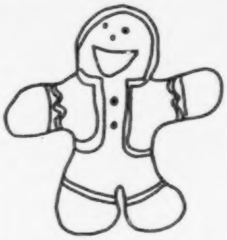
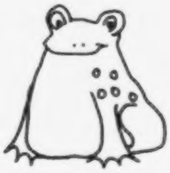
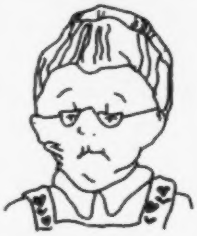
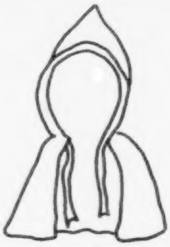
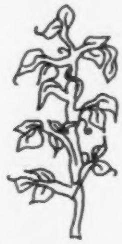
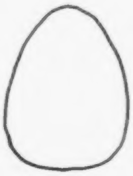
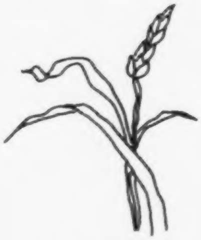
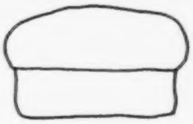
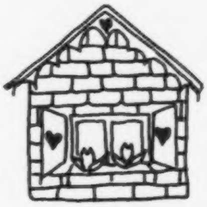
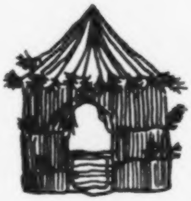
Activity 16

Folktale Match

NAME ______________________

DIRECTIONS:

1. Cut out the cards.
2. Place them face down.
3. Turn over two at a time.
4. If they belong in the same tale, you may keep them.
5. If they do not belong together, turn them back over.
6. The game is over when all the cards are gone.
7. The player with the most cards wins!

 boot	 Puss	 fox	 golden ball
 bridge	 goat	 Gingerbread Man	 frog
 Grandmother	 a red hood	 beanstalk	 golden egg
 wheat	 bread	 brick house	 straw house

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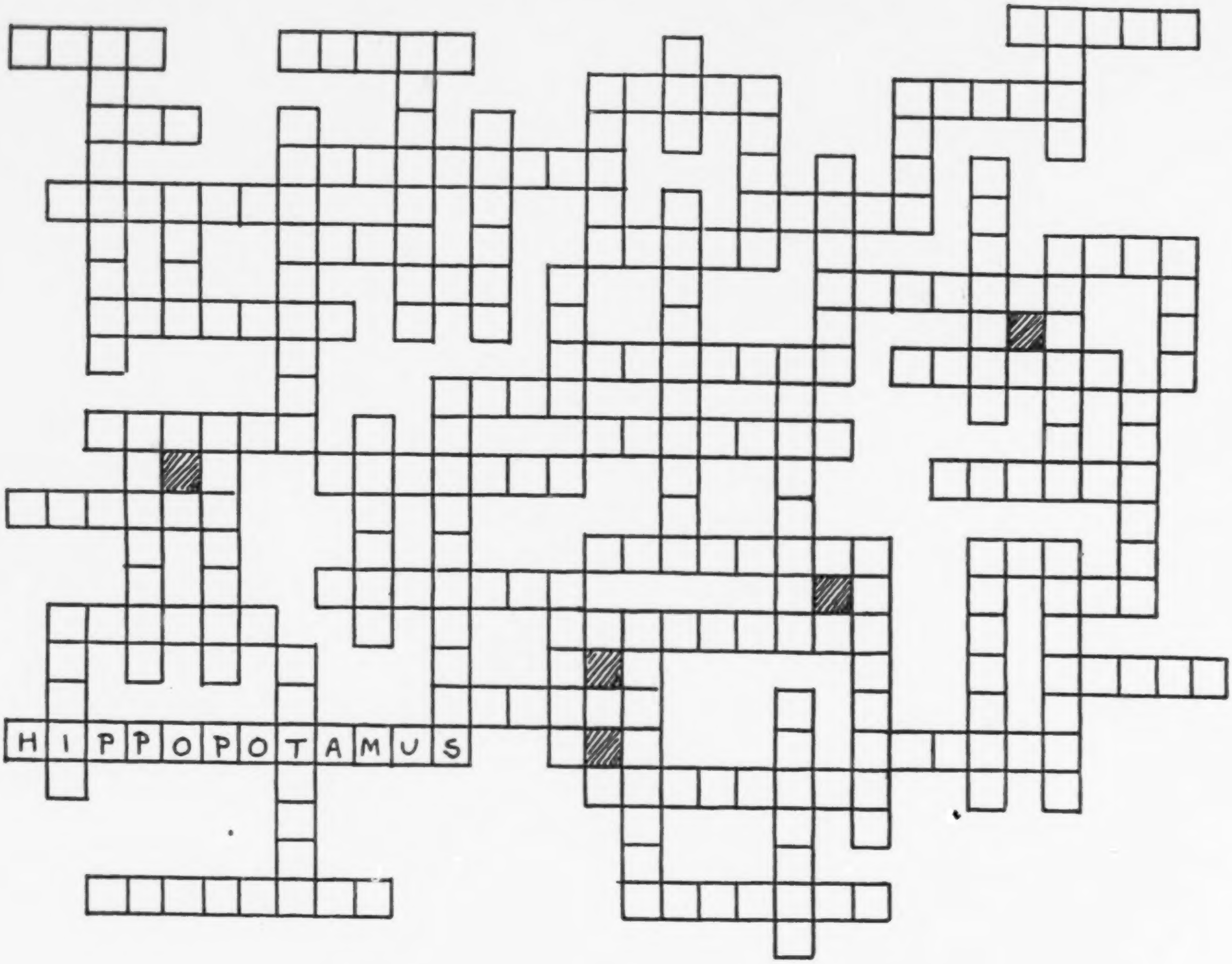
Animals of the World



10 letters
rhinoceros
salamander

9 letters
alligator
bandicoot
chameleon
orangutan

8 letters
aardvark
anteater
elephant
hedgehog
kangaroo
kinkajou
marmoset
squirrel

7 letters
buffalo
catfish
cheetah
giraffe
gorilla
leopard
manatee
octopus
opossum
ostrich
peacock
pelican
penguin
raccoon
warthog

6 letters
beaver
bobcat
iguana
jaguar
ocelot
puffin
toucan
turtle
walrus
weasel
wombat

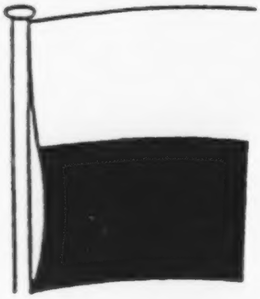
5 letters
horse
hyena
koala
moose
otter
panda
shrew
sloth
stork
tapir
whale

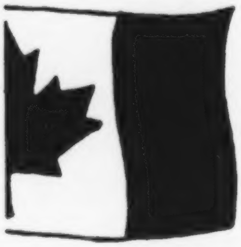
4 letters
deer
duck
goat
gull
hawk
lion
puma
rhea
toad

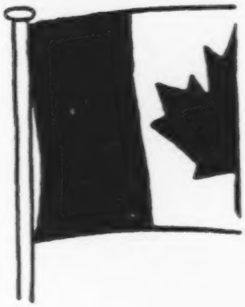
3 letters
ape
eel
emu
fox
owl

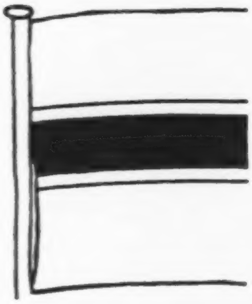
Match the Flags

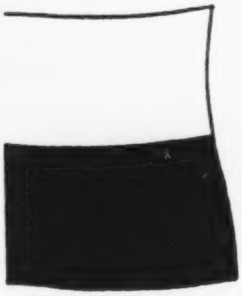
Draw lines to match the two halves of each flag.

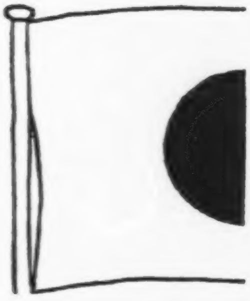


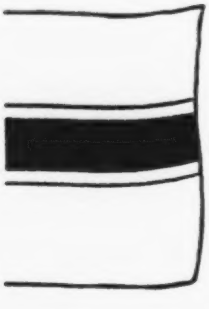










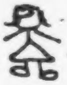
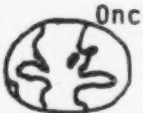


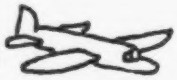
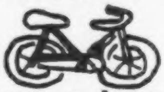
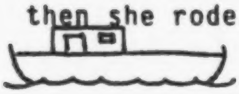
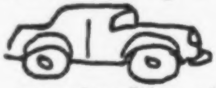
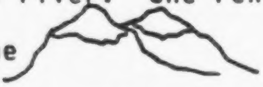
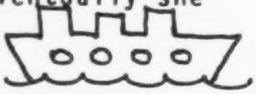
Money Around the World

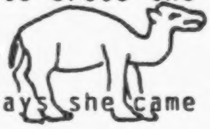
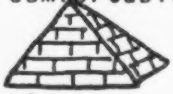
G	O	U	R	D	A	O	R	I	E	Z	U	R	C	P	C
S	A	G	M	F	R	L	E	S	C	U	D	O	E	B	N
H	O	Q	I	J	I	D	P	E	O	R	D	S	C	N	A
X	U	L	W	T	L	O	K	V	S	W	O	N	P	B	R
Y	Y	E	N	Z	A	L	E	M	P	I	R	A	O	B	F
Q	U	E	T	Z	A	L	K	C	E	D	I	L	U	I	C
V	R	O	P	N	L	A	M	F	G	H	I	D	N	E	J
S	Q	U	A	N	O	R	K	I	W	V	X	Z	D	Y	A
R	I	A	L	M	A	R	K	K	A	B	R	U	B	L	E
C	O	L	O	N	E	D	F	R	C	A	T	E	S	E	P
O	S	Y	L	I	M	A	R	K	D	R	A	C	H	M	A
R	J	G	I	C	N	G	U	L	T	R	U	M	R	H	G
D	S	U	C	R	E	B	Y	D	I	N	A	R	U	M	L
O	K	I	H	E	D	Z	A	E	X	K	I	P	P	I	Y
B	A	L	B	O	A	G	N	I	R	O	L	F	E	N	T
A	L	D	F	V	N	O	W	S	U	R	E	P	E	J	O
N	M	E	G	O	R	Y	U	A	N	T	K	A	V	E	L
P	O	R	D	K	G	U	A	R	A	N	I	Q	O	K	Z

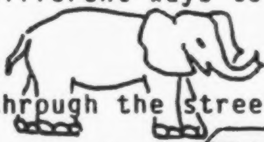
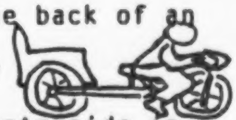
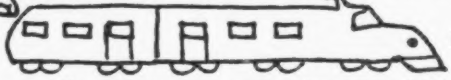
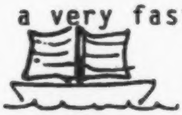
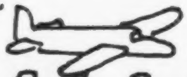
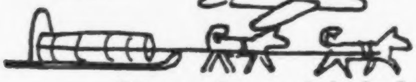
DOLLAR
KRONE
PESO
COLON
QUETZAL
LEMPIRA
CORDOBA
BALBOA
GOURDA
FRANC
FLORIN
BOLIVAR
NGULTRUM
CEDI
CRUZEIRO
GUILDER
SUCRE
SOL
GUARANI
MARKKA
KRONA
POUND
MARK
ZLOTY
DINAR
RIAL
LEK
LEVA
DRACHMA
LIRA
PESETA
ESCUDO
RUBLE
YEN
WON
KIP
DONG
RUPEE
SYLI

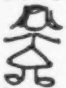
HERE WE GO...AROUND THE WORLD!

Once there was a little  who wanted to see the  . She decided to set off all by herself and see how far she could get.

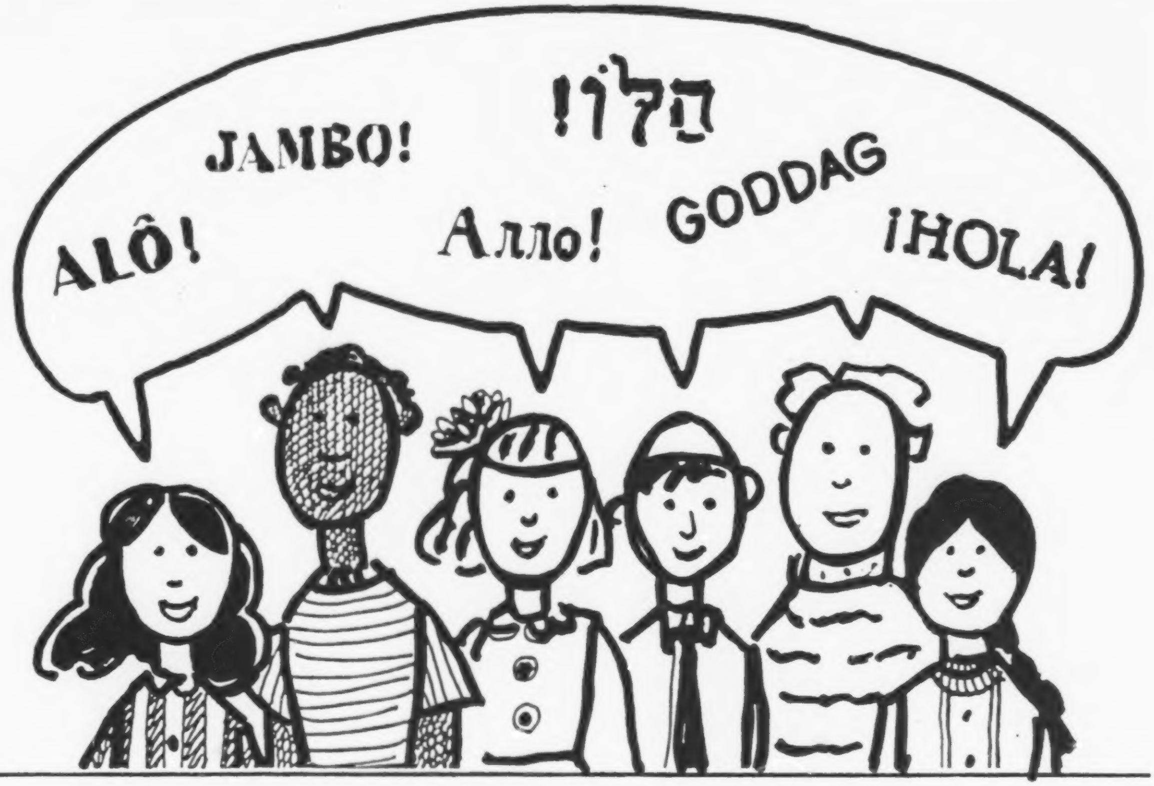
First she flew across the Atlantic Ocean on a  , then she rode a  all over Europe before taking a  down a long river. She rented a  in order to drive across the  , and eventually she reached the Mediterranean Sea. There she boarded a  to continue her trip. (She got a little seasick on that part of her journey!)

In Africa she discovered it was very hot, but the was determined to cross the desert. Guess what she traveled on this time?---a  , which was not too comfortable! After several days she came to Egypt where she saw a  and ate some dates and yogurt while she decided where to go next.

The rest of the trip was fun because she tried lots of different ways to travel. In India she rode on the back of an  , in Hong Kong she was carried by  through the streets, in Japan she sped over the countryside in a very fast  and even tried out a  . To get across the Pacific Ocean she had to go on another  , but the most fun of all was the  race across Alaska and Canada!

Then, lo and behold, the  was home again. It had been a wonderful trip, and she could hardly wait to go again!

LANGUAGE


JAMBO!
הלו!
ALÔ!
Алло!
GODDAG
¡HOLA!

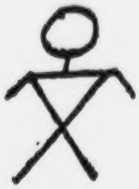
Do you know what all these children are saying? They are saying, "Hello!"

NATIVE TONGUE

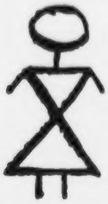
Everyone
Smiles **I**n
The
Same
Language

Activity: Native American Picture Writing

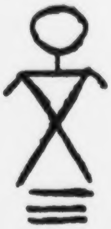
Native Americans did not always have a written language. Most of the time they used pictures to tell a story or show an event. Below are samples of Native American picture writing. There is also a story done in picture writing using the examples below. Let the children try to read the story and then let them try to make up their own picture writing story.



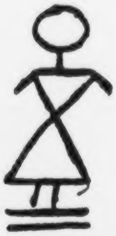
Man



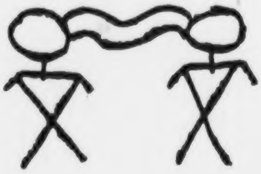
Woman



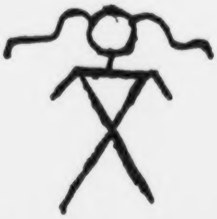
3 Men



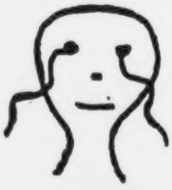
2 Women



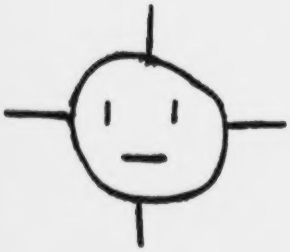
2 Men Talking



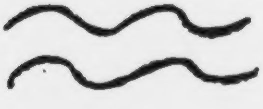
1 Man Listening



To Cry

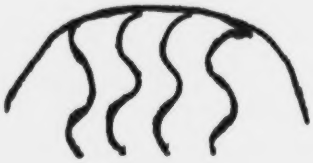


Sun



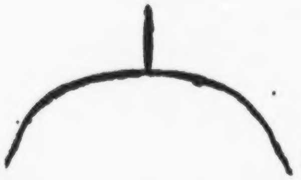
Water

Sky



Rain

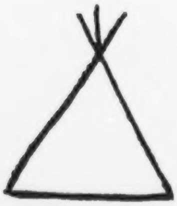
Morning



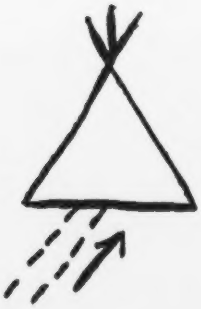
Noon

Evening

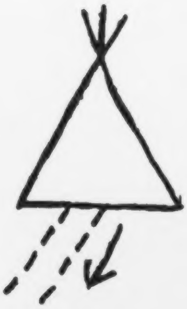
Night



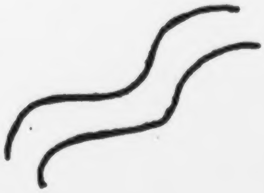
Tepee



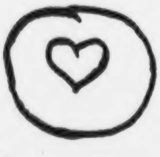
Arrive



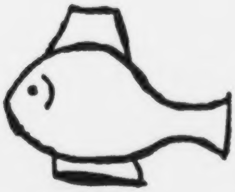
Leave



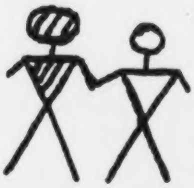
River



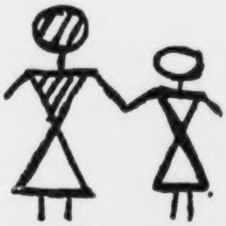
Love



Fish

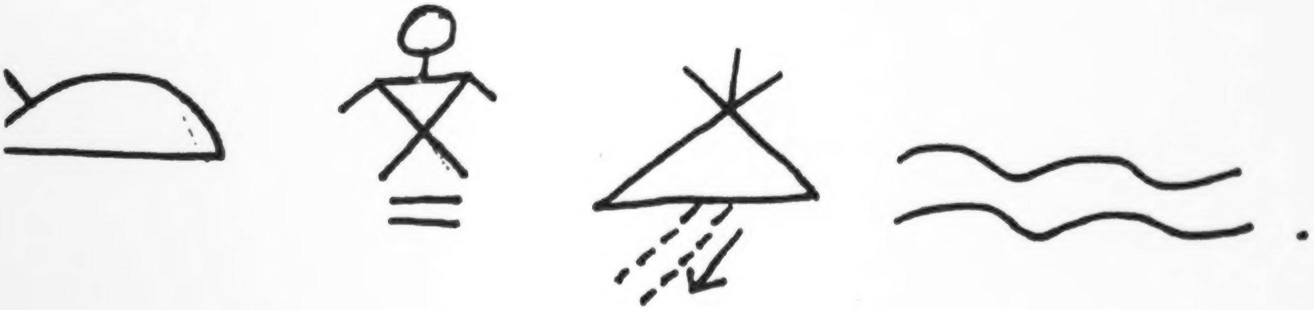


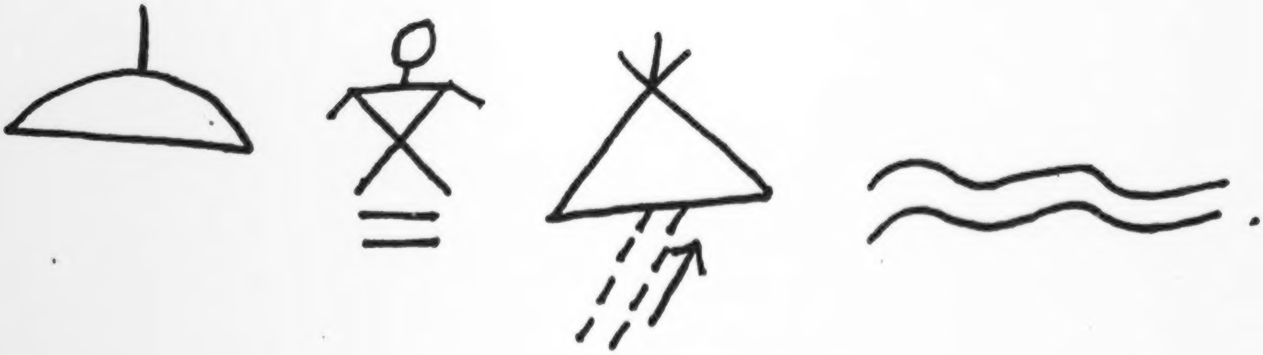
Father

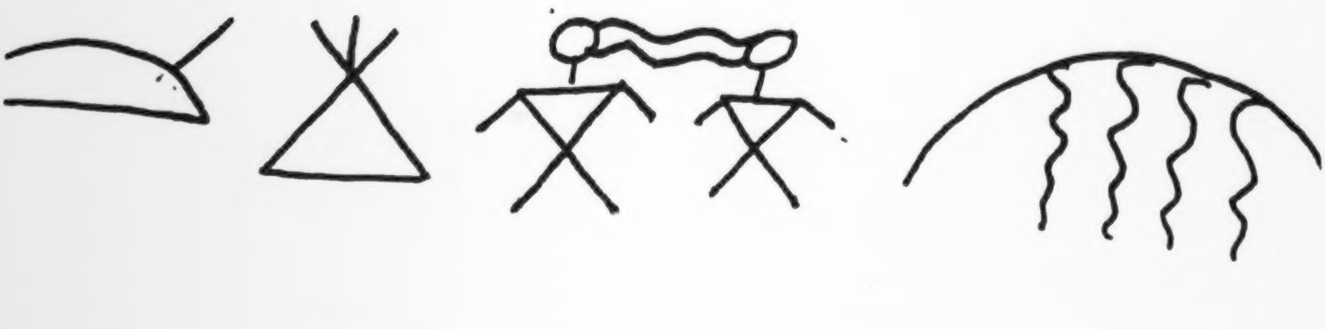


Mother

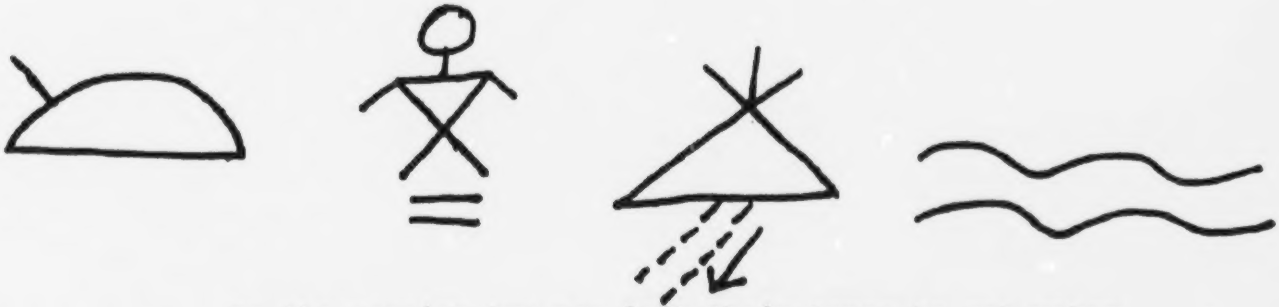
PICTURE WRITING STORY



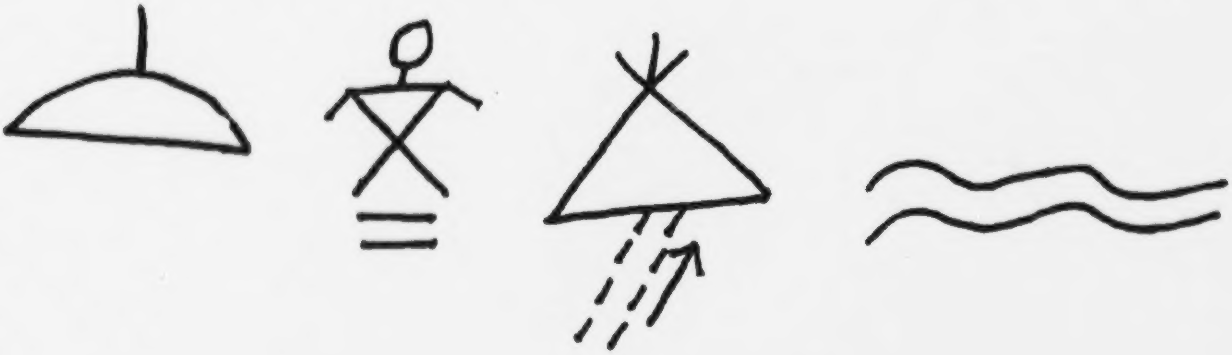




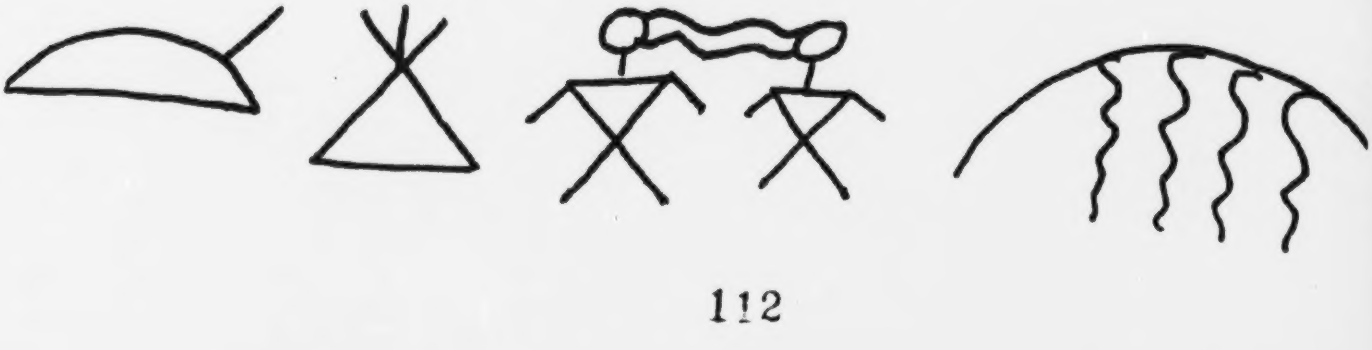
PICTURE WRITING STORY - ANSWER SHEET



In the morning two men left their tepee to get water.



By afternoon, the two men returned to the tepee with the water.



By evening, in the tepee, the two men sat talking while it rained.

SING OUT!

There's a wise old saying from Zimbabwe:

> **If you can walk you can dance;**
> **If you can talk you can sing.**

Here are some of the songs kids around the world sing — when they're alone, when they're with friends, when they are in school and in prayer. Join the global chorus and sing out!

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The Philharmonic Gets Dressed

by Karla Kuskin

Illustrated by Marc Simont

(New York: Harper and Row, 1982)

Summary: In this story, the 105 members of the Philharmonic get dressed and ready for a Friday evening performance.

Audience: Grades 1 to 3 (ages 6 to 9)

Type: Participation and traditional

Procedure: Introduce the story by talking about getting dressed and ready for school or for work each day. Discuss how we all choose clothes to fit the occasion. Lead into the story by bringing out a box filled with instruments made from everyday items. Pass out the instruments, and tell the group that just as the members of the Philharmonic are getting ready for a performance, they are going to get ready for a performance by listening to the story.

Proceed to tell the story. Afterward, let the children practice with the instruments and pretend to be members of an orchestra.

Materials Needed:

Homemade instruments to include:

- spoons
- tongue depressors
- pots and pans
- tissue paper
- aluminum pie plates
- plastic dishes
- sandpaper
- empty soup cans
- ring of keys

Optional Activities:

Make Your Own Music

As an accompaniment to the story, have the children make instruments to take home with them. All of the following are easily made from everyday items: *horns* from cardboard tubes with holes cut in them at various intervals, *drums* from empty boxes such as oatmeal boxes covered with paper, *cymbals* from two aluminum pie plates, *tambourines* from a bunch of old keys on a key ring, *shakers* from a container half filled with dry macaroni or beans, and *sticks* from two tongue depressors or wooden spoons.

Materials Needed:

- cardboard tubes
- empty boxes
- aluminum pie plates
- keys and key rings
- dry macaroni and/or beans
- tongue depressors
- wooden spoons

What Is It?

Mount pictures of musical instruments on 8½"x11" sheets of white cardboard. Place the pictures around the area, and let the children try to identify them. Be sure to write the answers on the back of the sheets.

A good place to find nice drawings and illustrations is in *Music*, from the Eyewitness Books series published by Alfred A. Knopf.

Materials Needed:

- white cardboard (8½"x11")
- illustrations and/or drawings of musical instruments

Music in the Air (activity sheet)

This drawing sheet is designed for children in preschool through grade 1.

Find the Instruments (activity sheet)

Find the instruments in the word puzzle and circle them.

Preparation Time:

- Story and instruments—1 to 2 hours
- Optional Activities
  - Make Your Own Music—10 to 30 minutes
  - What Is It?—5 to 15 minutes
  - Music in the Air—5 to 10 minutes
  - Find the Instruments—5 to 15 minutes

Related Books: Time to Get Dressed

Carlstrom, Nancy White. *Jesse Bear, What Will You Wear?* Illustrated by Bruce Degen.
New York: Macmillan, 1986.
A rhyming story of a bear getting dressed and undressed.

Kuskin, Karla. *The Dallas Titans Get Ready for Bed.* Illustrated by Marc Simont. New York: Harper and Row, 1986.
In this sequel to *The Philharmonic Gets Dressed,* the reader learns all about the equipment, clothing, and preparations of a football team.

Peek, Merle. *Mary Wore a Red Dress and Henry Wore His Green Sneakers.* New York: Clarion Books, 1983.
In this story which is based on a traditional folk song, each animal wears a different color to a birthday party.

Wells, Rosemary. *Max's New Suit.* New York: Dial Books, 1979.
When Max's sister Ruby tries to dress him for a party, Max takes matters into his own hands and dresses himself.

Giveaway: An information sheet about musical instruments

Find the Instruments

All of the 105 members of the orchestra are getting ready to go to work where they will play beautiful music. Circle the names of their instruments in the word scramble below. You may circle words up, down, across and backward, and diagonally to find all 18 instruments.

F	R	E	N	C	H	H	O	R	N	S	C
E	R	L	N	L	V	I	O	L	A	E	Y
B	W	G	M	A	I	W	Z	L	L	N	M
A	E	N	C	R	O	W	Q	L	M	O	B
S	F	A	H	I	L	B	O	T	U	B	A
S	G	I	I	N	I	L	O	M	D	M	L
O	T	R	M	E	N	X	C	E	O	O	S
O	R	T	E	T	E	W	I	C	M	R	W
N	U	W	S	L	D	I	F	L	U	T	E
S	M	U	R	D	Z	C	L	R	H	I	C
V	P	I	C	C	O	L	O	A	T	R	E
K	E	T	T	L	E	D	R	U	M	S	O
R	T	M	C	E	T	P	Y	U	I	N	X

BASSOON
CELLO
CHIMES
CLARINET
CYMBALS
DRUMS
FLUTE
FRENCH HORN
HARP
KETTLE DRUMS
OBOE
PICCOLO
TRIANGLE
TROMBONES
TRUMPET
TUBA
VIOLA
VIOLIN

Sing songs from other countries.

Some of the childhood songs sung in North America are found in other countries. Take *Frère Jacques*, for example, a song you may know in both French and English. Children in Spanish-speaking countries sing it like this:

Fray Felipe, Fray Felipe,
¿Duermes tú, duermes tú?
Tocan las campanas,
Tocan las campanas,
Tan, tan, tan,
Tan, tan, tan.

Do you know it in any other languages?

Check a children's songbook for other examples of songs from around the world. You'll find the titles of some songbooks in the bibliography. If you don't read music, have someone who does play the basic melodies on a piano or recorder, so you can learn how the songs go.

You can also learn new songs by listening to recordings. Many children's recording artists include international favorites in their repertoire. Your friends from other cultures can also teach you some of the songs they know. Teach them one of your favorites in return!

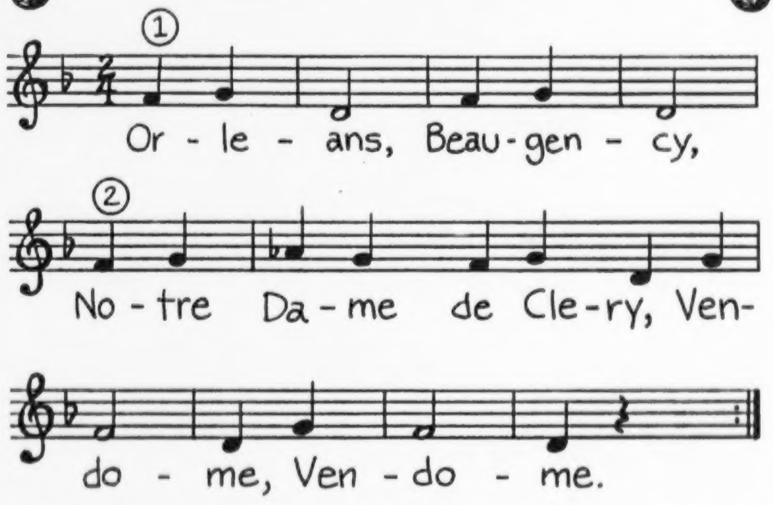
Sing some rounds.

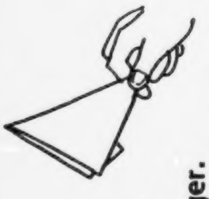
It's fun to sing by yourself, but it's even more fun when you're part of a group that is singing. And what better way to get everybody in on the act than by singing rounds!

Lots of popular rounds originated in other countries. *Kookaburra* is a rollicking round from Australia. *Hey-Ho, Nobody Home* is an old English round. Even the French song *Frère Jacques* works well when sung in parts.

One lovely French round that is simply a string of names of French cathedrals has a rather haunting melody. Two people or groups can sing this round, or as many as six can (each coming in after 2 measures). Sing it slowly, or fast, for different effects. You'll find the words and the music in the box below.

ROUND & ROUND


①
Or - le - ans, Beau - gen - cy,
②
No - tre Da - me de Cle - ry, Ven-
do - me, Ven - do - me.

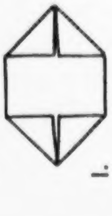


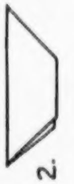
Make a banger.

Some noises are definitely not music, but they're fun to make anyway!

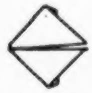
Kids living near coastal areas look for dried seaweed, such as rockweed or bladderwrack. The bladders, or hollow sacs that keep the seaweed afloat in the water, make a nice pop when they are pinched between the fingers.

Children everywhere know how to make another popper — or banger — from paper. You need a large rectangle of paper, such as 12" × 18" (30 cm x 45 cm) drawing paper. Fold it in half, first one way and then the other; unfold. Fold the four corners so they meet the horizontal line (1). Fold the paper in half (2).


1.


2.

Bring the two points down so the edges meet (3). Fold in half so the squared-off section is to the inside.


3.

To produce the sound, hold the bottom point and thrust your arm down quickly. The inside portion will pop out with a bang!

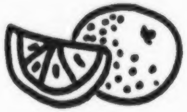
Play a singing game.

Some songs are sung as an accompaniment to games. What singing games do you and your friends enjoy playing?

Mexican children sing a song called *Naranja Dulce* (nar-AHN-hah DOOL-say), or "Sweet Orange," while they play a simple game. The children join hands to form a circle, surrounding one child who is the *soldaje* (sohl-DAH-hay), or "soldier." As they sing the song, the *soldaje* chooses a "sweetheart" from the circle. The two leave the game, and a new *soldaje* is chosen. This continues until no one is left in the circle.

Chant the words below, or sing them to a tune such as *Twinkle, Twinkle, Little Star.*

Naranja dulce,	**Sweet orange,**
limón partido,	**Lemon slice,**
dame un abrazo	**Give me a hug**
que yo te pido.	**I ask of you.**
Si fuera falso	**If I'm untrue**
mi juramento,	**My dear,**
en poco tiempo	**In no time**
se olvidará.	**You'll forget me.**
Toca la marcha	**Play the march —**
mi pecho llora;	**My heart weeps.**
adios, señora,	**Goodbye, lady,**
yo ya me voy.	**I am off now.**



Sing a lullaby.

Do you remember any of the lullabies your parents sang when you were little? How do they go?

One of the best-known lullabies in the English language is *Rock-a-Bye Baby.* British and Australian children, however, grow up hearing this sung to a different melody than the one Americans know. It is said that the American tune is actually a Native American melody heard and admired by an early English settler.

Lullabies that promise a restless child something in return for sleep are common everywhere. Greek children are soothed with a song which promises first the city of Alexandria made entirely from sugar, then all of Cairo filled with rice. The final prize? Constantinople, where the cooperative baby shall reign for three years!

Ask your friends from other cultures to sing you one of the lullabies they remember, or that their parents may recall. Are they similar to any of the songs you know?

Sing a spiritual.

Songs and singing are a part of many religions, but are particularly important for many Black Americans who share a rich legacy of songs known as spirituals.

Many spirituals are believed to have been written during the early days of slavery. Here's an uplifting one you may know called *In His Hands.*

He's got the whole world in
His hands,
He's got the big round world
in His hands,
He's got the wide world in
His hands,
He's got the whole world in
His hands,

There are other verses, such as

He's got the wind and the
rain . . .
He's got the little bitty
baby . . .
He's got you and me
brother . . .

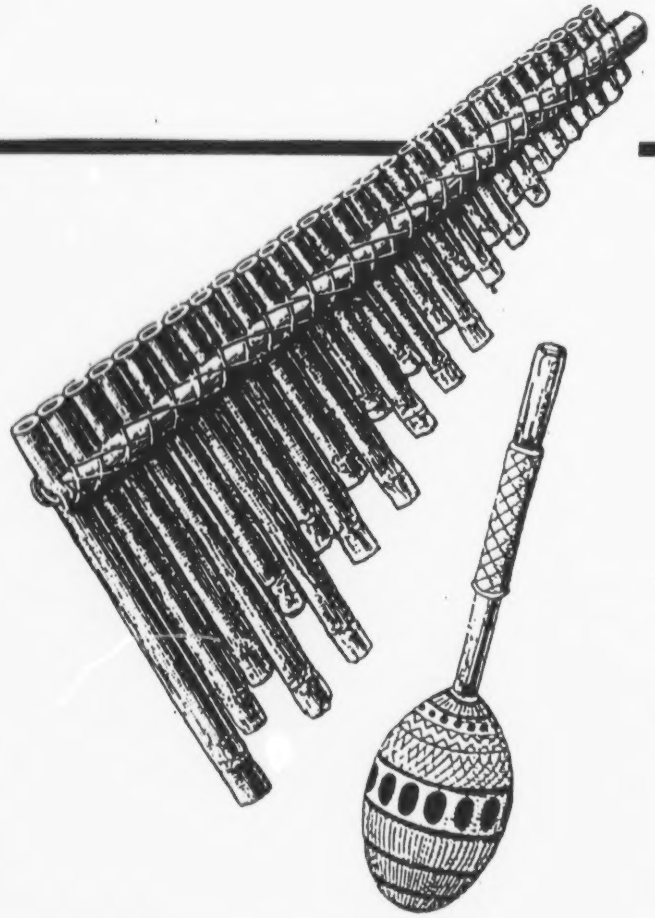
Make up some new verses of your own, too!

Listen to a singing cricket.

Crickets are kept as pets in many Asian countries, including China and Vietnam, where they are thought to bring good luck. Their singing, or chirping, is also highly valued. Only the male crickets sing, which they do by rubbing their wings together, drawing one across the other like a bow across a fiddle.

You can catch a cricket to keep as a short-term guest. When the weather warms in your area, listen for the insects outdoors (you may also find them in your house). Finding the insect's exact location may prove a little more difficult!

Make your cricket comfortable in a box or large jar containing some soil, rocks, and leaves. Be sure to cover the top of this cage with a piece of screening. Feed your guest bits of fresh vegetables and crumbs, and you'll be amply rewarded with song! After a day, return the cricket to the same place you found it.



Making Music from Wood

Create musical instruments from tree-derived products. Let your child rummage through the Recycle Craft Box to find materials. This will also help show how trashable items can become fun and useful creations.

Percussion Instruments:

- Clap wooden blocks or sticks together. To add variety, glue pieces of sand paper to two wooden blocks and rub together.
- Make drums from cylindrical cardboard containers, such as oatmeal and cornmeal boxes, or empty ice cream containers. Place a piece of waxed paper over one of the containers, secure with a rubber band, and brush with straw to create a delicate drum sound.

String Section:

- Take a piece of cardboard and cut notches on opposite edges. Stretch rubber bands or pieces of twine across the cardboard and pluck with fingers.

The Voice of the Wood, by Claude Clément. Paintings by Frédéric Clément. Dial Books, NY, 1989.

This book is breathtakingly beautiful. It is the story of a Venetian instrument maker who loved a great, old tree in his garden. One winter, the old tree dies and it has to be cut down. But the wood is saved to craft a magical cello - an instrument that would only give forth beautiful music if "the musician's heart was in tune with the wood." The outcome of the story is incredibly surprising and moving, an ending that points out the oneness of all nature. (age 8 and up)

Voice of the Wood

After reading *The Voice of the Wood* by Claude Clément, immerse yourselves in the rich and entrancing sound of the cello. Ask your children to close their eyes and listen for the deep voice of the cello. Here are some suggested recordings to choose from:

1. J. S. Bach - Suite No. 3 in C Major for Unaccompanied Cello, BWV 1009.
2. Shostakovich - Cello Concerto in E Flat Major, Op. 107.

WHAT'S IN A NAME ?

BEST COPY AVAILABLE

FAMILY HISTORY RESEARCH

Genealogy, or family history research, is currently the most popular hobby in the U.S. Only stamp and coin collecting are more popular. Just what is genealogy and why does it fascinate so many people?

Some are tracing their family's history for religious reasons. Others are studying diseases which may have occurred in their family so their doctors will be aware of potential medical problems. Some people dream of proving that they are descended from royalty or from persons of historical importance. Still others just enjoy solving historical puzzles.

Family history research became very popular after Alex Haley's book ROOTS was published in 1976. This was the story of a black American's search for his ancestors in Africa. Millions of people read the book or saw the TV mini-series and became interested in tracing their own family history.

Knowing our family history gives us a sense of belonging. We're all a part of history. As librarians, we can help students find the information they need to research their family's history.

It's surprising just how much information is available in homes, in libraries, and in communities, no matter how small. Following is a check list of some of those sources:

A. FAMILY AND HOME SOURCES

1. Personal
   - a. Diaries, letters photographs, autograph albums, baby books, wedding books, scrapbooks, funeral books.
   - b. Certificates such as birth, marriage, death, divorce, adoption, graduation, baptism, confirmation, membership, award.
   - c. School records such as diplomas, report cards, awards, yearbooks, school textbooks.
   - d. Legal papers such as wills, deeds, homestead, land grants, water rights, mortgages, tax papers.
   - e. Military records including service, pension, and discharge papers, medals, uniforms, and firearms.
   - f. Citizenship papers: naturalization, alien registration, passport, visa.
   - g. Employment records such as retirement papers, pension, income tax, awards, graduation, social security.

2. Family records
   - a. Bible, family histories, family traditions
   - b. Newspaper clippings of births, weddings, obituaries, accidents, achievements.
   - c. Announcement cards: wedding, birth, death, funeral, graduation, divorce, memorial cards, new

house, new job, travel, birthday, engagement,professional.
- d. Membership records: cards, programs, uniforms, awards, certificates.
- e. Financial records: bills, estate records, check stubs, tax records.
- f. Health records: hospital and medical records, insurance papers, baby footprints, immunizations.
- g. Licenses: business, occupational, professional, hunting, firearms, driver's, pilot's, motor vehicle, boat.
- h. Household items: silverware, needlework, dishes, quilts, coats of arms, tools, rings, souvenirs.
- i. Books: atlases, yearbooks, prizes, catechisms, foreign languages, treasured volumes.

B. LIBRARY SOURCES

1. Books
    - a. First names and surnames
    - b. Atlases
    - c. Family history research
    - d. Immigration history
    - e. Heraldry
    - f. Histories of countries
    - g. Dictionaries of biographies
    - h. State, county and city histories
    - i. City directories and telephone books
    - j. High school and college yearbooks

2. Newspapers
    - a. Clipping files
    - b. Bound volumes
    - c. Newspapers on microfilm
    - d. Indexes to local newspapers

C. COMMUNITY SOURCES

1. Courthouse
    - a. Vital records (birth, death, marriage, divorce)
    - b. Wills, probate
    - c. Deeds
    - d. Tax lists
    - e. Court case indexes

2. Miscellaneous
    - a. Cemetery
    - b. Funeral home records
    - c. Local newspaper offices
    - d. Church or parish records
    - e. Local genealogy or historical societies
    - f. Family history libraries

HOW TO BEGIN

The student always begins with himself and works backward, from known facts to unknown on the family pedigree chart. The four cornerstones of family history research are names, dates, places and relationships.

Information that the student can collect about himself includes birth date and place, hospital, doctor in attendance, birth announcement in local paper, school report cards, social security number, medical history, hobbies, likes and dislikes, pets, physical description, and meaning of first name and surname.

Information that the student can collect about parents includes names, birth dates and places, mother's maiden name, when and where married, physical descriptions, schools attended, high school or college graduation, likes and dislikes, hobbies, occupations and outstanding memories of their lives.

Information that can be collected on grandparents includes names, birth dates and places, whether an immigrant, whether naturalized, physical descriptions, cause of death, place buried, occupations, church affiliations, when and where married, number of and names of children.

Additional projects could include photo family trees. Students would then be able to trace hair and eye color, height, facial features, and bodily build through several generations. Audiotapes or videotapes of family members discussing their lives would also be treasured mementos in years to come.

Genealogy is a great way for students to get to know and understand their own families--and themselves. Have fun!

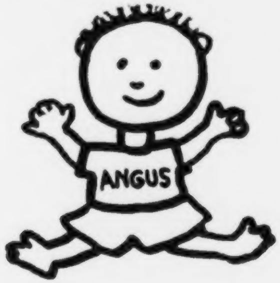
Submitted by:

Karen Stevens
Parmly Billings Library
Billings, MT
(406) 657-8258

A Name I Call Myself

Our names are an important part of our identity. In fact, in many cultures, children are given names that will hopefully *shape* their identities.

The following offers ways to learn about first and last names around the world. But let's start with you and the names you were given!



Learn the meaning of your first name.

Your first name, or given name, is one you hear a lot! But do you know what your name actually means?

Your parents may be able to answer that question for you, although they may have chosen your name simply because they liked the sound of it. You may have better luck looking in a book of baby names. Check your library for a copy. Baby name books list thousands of common (although mostly European) boys' and girls' names, giving the meaning and origin of each.

There you'll learn that Linda is "pretty" in Spanish; Sarah is Hebrew for "princess." Jennifer is derived from the Welsh for "white spirit." Charles means "man" in Old German; Jerome is Greek for "holy name." The Scottish name Donald means "world ruler."

Now that you know what your name means, do you think it was a good choice for you?

Compare naming traditions.

In many cultures, a child's name reflects what his parents expect or hope for him or her.

A Vietnamese boy named *Tuan Ahn*, which means "famous person," hopefully will be one someday. The Arabic boy's name *Sa'id* (*Saideh* for a girl) might bring that child good fortune, as the name means "lucky." A Chinese boy or girl named *Qi* (chee) is expected to grow tall, as that is what the word means.

In some branches of the Jewish religion it is taboo to name children after living relatives. The opposite is true among some Kenyan peoples, where a firstborn daughter is always given the name of her father's mother. A second daughter would be named after her mother's mother.

In Ghana, a child is given several names, including one that tells of the time of day, day of the week, or special event that was taking place when the child was born. A boy born on Thursday has *Kwao* as part of his name.

Some of your friends from other cultures may have been named for certain reasons. Ask what their names mean, and share the meaning of your name!

Make up a name for yourself.

Here's a tough one! If you could call yourself by any name, what would it be?

You might give yourself a name based on your interests or abilities. Many Native American names are descriptive in this way. Tames Wild Horses might be the tribal name given to a boy who has a way with horses. This would not be the name given to the child at birth but when he was older, perhaps after winning some blue ribbons at a rodeo riding a horse the boy had trained himself. Many Native Americans and Australian Aborigines are given several different names during the course of their lives.

Think about your physical characteristics (your height or the color of your hair or eyes) or your manner (quiet or giggly!), and see if you can come up with a name that suits you. It can be a "real" name or one you invent.

Give yourself a name from a culture you admire, or borrow a name from a character in a book. The possibilities are endless!

MY NAME IS CHRIS

Uncover the origins of your last name.

There was a time when everyone had only one name, a first name. Eventually, there was a need to distinguish people who shared the same name. Last names, or family names, were born!

Your own last name has probably been in your family for generations, and says something about your ancestors. But do you know what? The box below offers some clues!

TRADES & TRAITS

Surnames (another name for last names) were first used in Europe in the 13th century. Many were formed from a father's first name. If Jack's father was named William, Jack was called Jack Williamson. This was true in Russian (*Ivanovich* means "son of Ivan") and Spanish (*Martinez* is "son of Martin") as well as in other languages.

People were also named for physical traits (Short, Brown), after places (Mr. Hill probably lived at the top of one), and for occupations (Baker, Taylor, and the most common surname of all, Smith, as in blacksmith). Similar last names are found in many languages.

Eventually, surnames didn't change from one generation to the next but were handed down. Iceland is a modern day exception. There Karl Jósefsson's sons will have the last name Karlsson, while his daughters will go by Karlsdóttir. Their children, in turn, will take their own father's first name as part of their last names.

In China, surnames were first required about 2,000 years ago. Some historians believe people at that time were asked to choose names from the words of a short poem, explaining why there are relatively few Chinese last names. *Wing* ("warm") and *Lee* ("pear tree") are two examples.

Japanese surnames date from the 1800s, and these invented names reflect the Japanese reverence for nature. *Hana* ("flower") and *Togukawa* ("virtuous river") are typical.

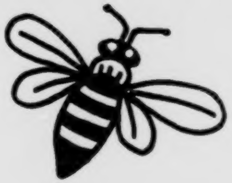
Illustrate your name.

Draw a picture to illustrate the meaning of your name. If you don't know what your name means yet, make something up, according to how it sounds to you. For instance, is it gentle, strong, or dramatic?

Girls named after flowers, such as Rosa and Daphne (Greek for "laurel") can draw these flowers. Margaret might draw a self-portrait within a sun, as the name is Persian for "child of light."

A boy named Leon could draw a picture of a lion. At one time, a baby boy would be given this name in the hopes that he would grow up to have some of the characteristics of a lion. Boys with Japanese names indicating their position in the family, such as *Jiro* ("younger boy") can show that in their drawings. Stephen might draw a picture of a crown, as that is the meaning of the name in Greek.

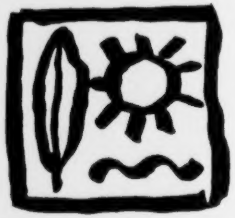
Make your drawing realistic, if you like, or experiment with stylized representations, such as the illustration for Melissa (Greek for "honeybee") shown here.



Carve a chop.

In Southeast Asian countries, a person's signature is stamped instead of written, using a personal seal known as a chop. The custom-made chops are small, only about ⅜" (1 cm) square, and are usually carved from soapstone. The chop is inked and an impression made wherever a signature is required.

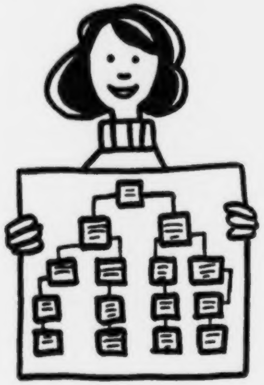
You can make a simple chop from an art eraser. An X-acto knife works well for carving a design, but have an adult help you as this is a sharp tool. You can also make a chop by drawing a design onto a small square of recycled styrofoam using a pencil or other blunt instrument. Ink your chop with printmaking ink or paint. Use it to stamp your "mark" on drawings, letters to your friends, even homework!



Family Tree

Family ties form strong bonds in cultures all over the world. In some places, several generations of the same family traditionally live together. Grandparents are a vital part of the family, and the wisdom of these elders is greatly respected.

Here are some ways to honor the members of your family and to preserve your own precious family memories for future generations.



Count the members of your family.

How many people are in your family? Are there fewer children in your family than were in your mother's and father's families?

In many countries, family size has shrunk in recent years. As fewer people work the land to grow their own food, fewer children are needed as helpers. With improved health care, however, the world's population is growing at an alarming rate, and in places like China, parents are encouraged to have only one child to help avoid overpopulation.

In some places, family members living under one roof might include grandparents, aunts, uncles, and cousins. This is called an extended family, and it, too, is on the wane. In many African countries, extended families are traditional, but as more people move from rural areas to cities in search of jobs, extended families are broken up. Housing for everyone together is just too difficult to come by.

It saddens many people that the family unit has had to change with the times. How do you think extended families can remain close, even if they don't all live together?

Remember your grandparents on *Babin Den.*

Babin Den (bah-bean den), or "Grandmother's Day," is a day Bulgarians traditionally honor grandmothers, mothers, and sometimes doctors and nurses. At one time, all babies were born at home, and the midwives, or women who assisted with the births, were affectionately called *baba,* or "grandmother." It was thought that each *baba* imparted some of her wisdom to the babies she helped deliver. Parents and children would bring flowers to the midwife each year in January, as a show of thanks.

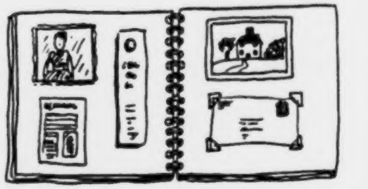
Honor your grandparents on this day! Send cards to both sets of grandparents, or spend the day with them if they live nearby. Did any of your grandparents move here from another country? There's a lot you can learn from them about language, customs, and what it was like moving to a strange land. And don't forget great-grandparents! They can tell you what it was like for them 20 or 30 years earlier. They may even remember things their parents told them about yet another era!

Start a family history scrapbook.

No history is quite as exciting as the history of which you are a part. Learning about the people in your past helps put historical events in perspective, but also explains a lot about you. Why do you have red hair and freckles? Why, if you are black, is your last name White?

You may have some old photographs, newspaper clippings, letters, and even diaries that have been carefully preserved. Use these to start a scrapbook that chronicles the families on both your mother's and father's side. Your parents can tell you what it was like for them when they were growing up. Your grandparents (and great-grandparents) can fill in any missing details.

Make your own scrapbook or photo album (see January 22), or use a purchased one. Now is a good time for you to save some things you can share with your own children and grandchildren. They'll be just as curious about you someday!



MANY FACES, MANY STORIES

MONTANA STATE LIBRARY
FAMILY READING PROGRAM

MANY FACES, MANY STORIES

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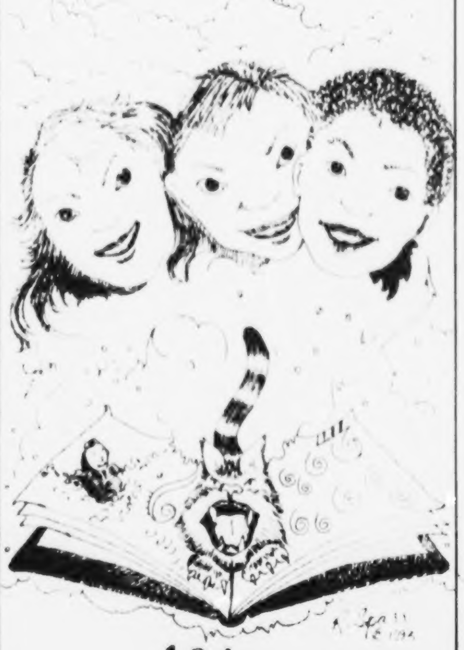

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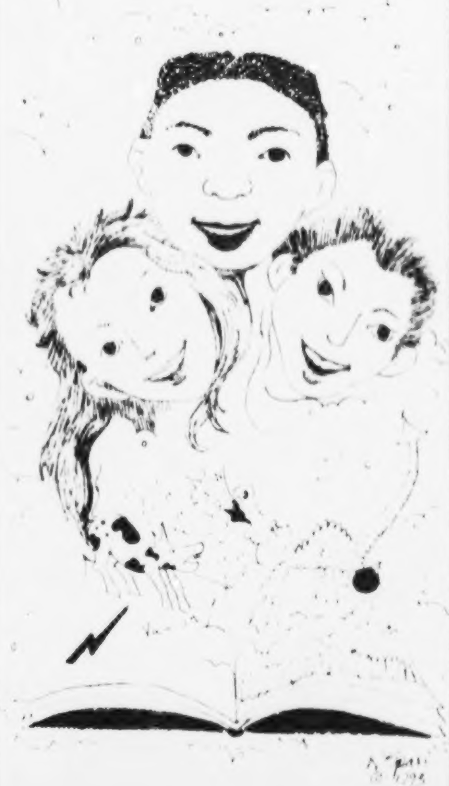
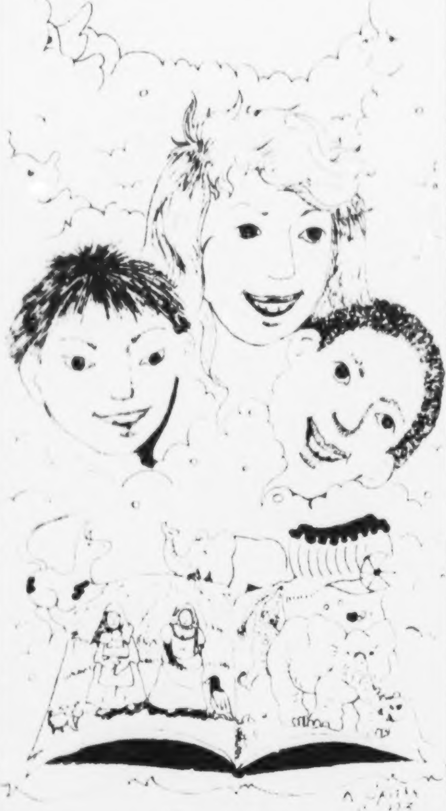
MANY FACES.
MANY STORIES



FAMILY READING PROGRAM
MONTANA STATE LIBRARY

MANY FACES, MANY STORIES



READ TO ME

MANY FACES,
MANY STORIES

MONTANA STATE LIBRARY
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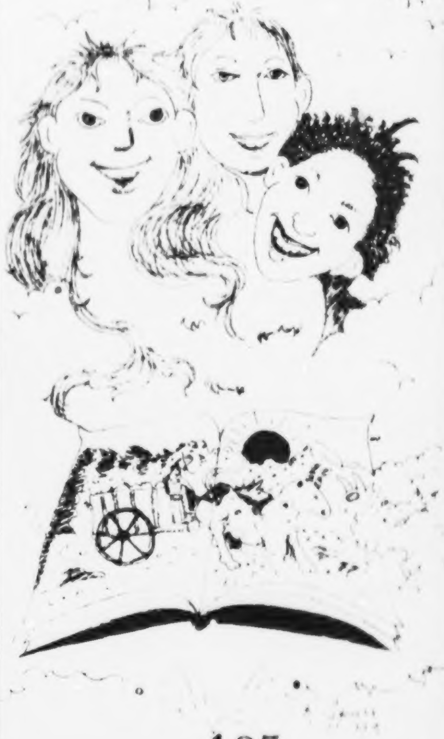
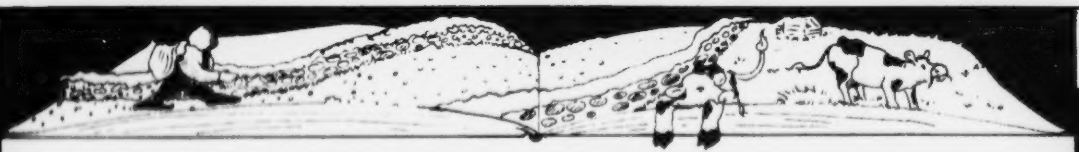




MANY FACES, MANY STORIES

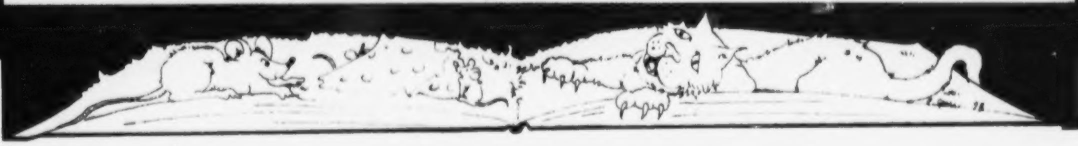
IN RECOGNITION OF YOUR CONTRIBUTION TO THE FAMILY READING PROGRAM, AND YOUR EFFORTS TO FOSTER A LOVE OF READING AMONG CHILDREN, WE AWARD THIS TOKEN OF APPRECIATION TO

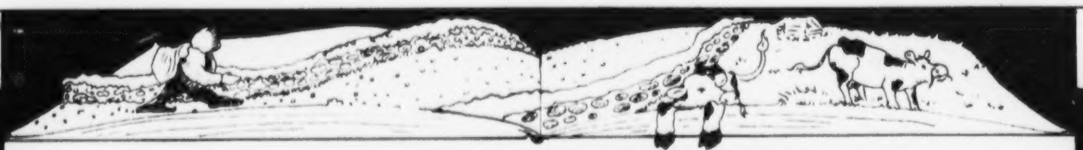
____

*GRANTED THIS DAY*______________________________

Richard T. Miller
State Librarian

____
Children's Librarian





MANY FACES, MANY STORIES

THIS CERTIFICATE OF ACHEIVEMENT IS HEREBY PRESENTED TO

____

FOR PARTICIPATING IN THE FAMILY READING PROGRAM

AWARDED THIS DAY______________________________

Richard T. Miller Jr.
State Librarian

____
Children's Librarian

My World:

My Name:

My Age:

Me

My House

My Library

My School

My Family

Titles: ______________________________

MANY FACES, MANY STORIES

READ TO ME

FAMILY READING PROGRAM
MONTANA STATE LIBRARY

READ TO ME

READ TO ME

Titles: ____________________

My World:

My Name:

____

My Age:

__ __

Me

My House

My Library

My School

My Family

Look for these the next time you visit the library!

All The Lights in The Night, by Arthur A. Levine, Tambourine Books, 1991

Animals, Animals, by Eric Carle, Philomel Books, 1989

Anno's Britain, by Mitsumasa Anno, Philomel Books, 1981

Beauty and The Beast, by Marianna Mayer, Four Winds Press, 1978

Can't You Make Them Behave, King George?, by Jean Fritz, General Publishing Co., 1982

Chin Chiang and The Dragon's Dance, by Ian Wallace, Atheneum, 1984

Dawn, by Uri Shulevitz, Collins Publisher, 1974

Elfwyn's Saga, by David Wisniewski, Lothrop, Lee and Shepard, 1990

Ellis Island, by William Jay Jacobs, Macmillan Publishing Company, 1990

Faithful Elephants, by Yukio Tsuchiya, Houghton Mifflin Company, 1988

Follow The Dream, by Peter Sis, Alfred A. Knopf, 1991

The Great Kapok Tree, by Lynne Cherry, Harcourt Brace Jovanovich, 1990

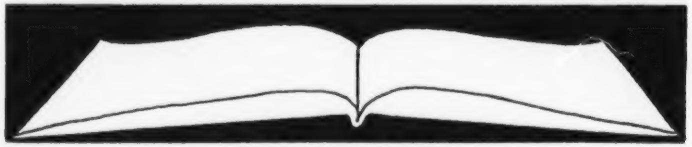
The Nightingale, by Hans Christian Andersen, Crown Publishers, 1985

Nine Days To Christmas, by Marie Hall Ets and Aurora Labastida, Puffin Books, 1991

The Polar Express, by Chris Van Allsburg, Houghton Mifflin Company, 1985

Tim O'Toole and the Wee Folk, by Gerald McDermott, Puffin Books, 1992

The Village of Round and Square Houses, by Ann Grifalconi, Little, Brown and Company, 1986



MANY FACES, MANY STORIES

MY VERY OWN READING JOURNAL

FAMILY READING PROGRAM
MONTANA STATE LIBRARY

I WOULD RECOMMEND THESE BOOKS TO MY FRIENDS…

Titles: ____

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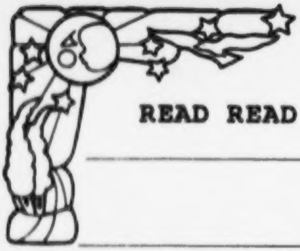
I'm African, I'm English, I'm Chinese, I'm Dutch,
I'm Spanish and Swiss; you can't love me too much
I often die young, though I often live ages,
But no Royalty is attended by so many pages

What Am I?

(a book)

I REALLY LIKED THESE…

Titles:



READ READ READ READ READ READ READ

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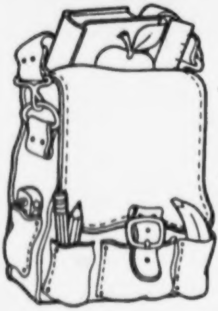
READ READ READ READ READ READ READ READ READ READ READ READ READ

READ READ READ READ READ READ READ

LET THE READING BEGIN! LET THE READING BEGIN!

LET THE READING BEGIN! LET THE READING BEGIN! LET THE READING BEGIN!

LET THE READING BEGIN! LET THE READING BEGIN! LET THE READING BEGIN!



LET THE READING BEGIN! LET THE READING BEGIN!